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ABSTRACT

This coordinator's guide for a module on restaurant hosts and hostesses, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first half of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: host and hostess terminology, customer relations, getting along with customers, dining room responsibilities, menu planning, table service, cash registers, receiving cash payments and giving change, accepting checks and credit card payments, and guarding against theft. A unit test concludes the guide. (MN)

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RESTAURANT OCCUPATIONS

HOST/HOSTESS

D.O.T. NO. 310.137-010

Coordinator's Guide

Prepared by Durwin Hohhertz

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PREFACE

This study guide is one of seven individualized units developed for students enrolled in Cooperative Part-Time Training and employed in a commercial restaurant. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available. A progress chart is provided in the coordinator's guide. This will allow the coordinator to pinpoint the progress a student has made toward each objective in the sequence in which they are completed.

The coordinator's guide provides information and suggested activities that will assist in providing additional learning experiences for the student. Also included are suggested alternatives the coordinator may use in dealing with various types of disadvantaged students, including the slow-learner, and slow-reader. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing each assignment, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The written assignments should be handed in to the coordinator, and individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for assignment sheets and tests; however, a student should also be graded on individual participation. Both tests and assignments should be graded and returned to the students to be kept for reference in their notebooks.

A coordinator may have a student complete one or more related study guides in instances when a supervisor requires the student to perform responsibilities of two or more job titles within Restaurant Occupations. If a student easily accomplishes all of the assignments and studies in one guide, that student might be required to complete all available study guides for Food Services Occupations. This will prepare the student for occupational advancement, or for entrance into free enterprise system, or as an owner of a food service establishment.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities, and for explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce the information, assignment, or test sheets for other students in the class.

For information on other food service study guides, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

ACKNOWLEDGMENTS

The expertise of many coordinators across the state has contributed to the initial development of these Food Service study guides. Much credit is due them for their contributions of information and activities for these publications, which will be made available to other Cooperative Part-Time Training programs.

We extend special thanks to those members of the CVAE Cooperative Part-Time Advisory Committee who field-tested the first study guides developed, and later provided periodic evaluations and comments to be used in revisions and further development.
The committee members are:

Wayne Cyphers, Area I
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John Beck, Area II
Forrest Mays, Area III
Jerry House, Area IV
James Swift, Area V
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Charles Erwin, Area VIII
Richard L. Harlan, Area IX
Nacmi Smith, Area X
Abel Gorena, Area XI
Bennye Frazier, Area XII

Appreciation is also given the numerous businesses that allowed our writers to collect information which has been incorporated into these publications.

Progress Chart for

HOST/HOSTESS

D.O.T. No. #310.137-010

Name _____

School _____

		Date Completed
INFORMATION SHEET 1	TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	IDENTIFYING HOST/HOSTESS TERMINOLOGY	
ASSIGNMENT SHEET 2	WORD SEARCH	
Test	Part 1	
OBJECTIVE	Match the terms associated with host/hostess to the correct definition.	
INFORMATION SHEET 2	CUSTOMER RELATIONS	
ASSIGNMENT SHEET 3	CORRECT THIS SITUATION	
ASSIGNMENT SHEET 4	HOSTING SITUATIONS	
ASSIGNMENT SHEET 5	PROBLEM SITUATION SKITS	
ASSIGNMENT SHEET 6	USING THE TELEPHONE CORRECTLY	
Test	Part 2	
OBJECTIVE	Point out the procedures used by the host/hostess for greeting and dealing with customers.	
INFORMATION SHEET 3	GETTING ALONG WITH CO-WORKERS	
ASSIGNMENT SHEET 7	MAKE OUT A WORK SCHEDULE	
ASSIGNMENT SHEET 8	DEALING WITH OTHER EMPLOYEES	
Test	Part 3	
OBJECTIVE	Demonstrate an ability to get along with co-workers.	
INFORMATION SHEET 4	DINING ROOM RESPONSIBILITIES	
ASSIGNMENT SHEET 9	VISIT A RESTAURANT	
Test	Part 4	
OBJECTIVE	Identify the responsibilities of the host/hostess in supervising the dining room.	
INFORMATION SHEET 5	MENU PLANNING	
ASSIGNMENT SHEET 10	CORRECT A MENU	
ASSIGNMENT SHEET 11	WRITE SAMPLE MENUS	
ASSIGNMENT SHEET 12	PLANNING A PARTY	
Test	Part 5	
OBJECTIVE	Discuss factors to consider when planning a menu.	

		Date Completed
INFORMATION SHEET 6	TABLE SERVICE	
ASSIGNMENT SHEET 13	COMPARE TABLE SERVICE	
Test	Part 6	
OBJECTIVE	Explain the types of table service used and the basic restaurant cover.	
INFORMATION SHEET 7	THE CASH REGISTER	
ASSIGNMENT SHEET 14	ARRANGING THE CASH DRAWER	
ASSIGNMENT SHEET 15	IDENTIFYING THE PARTS OF A CASH DRAWER	
ASSIGNMENT SHEET 16	OPERATION OF THE CASH REGISTER	
ASSIGNMENT SHEET 17	BALANCING THE CASH REGISTER	
Test	Part 7	
OBJECTIVE	Explain the operation of the cash register.	
INFORMATION SHEET 8	RECEIVING CASH PAYMENTS AND GIVING CHANGE	
ASSIGNMENT SHEET 18	COUNTING CHANGE	
ASSIGNMENT SHEET 19	ROLE-PLAYING MAKING CHANGE	
ASSIGNMENT SHEET 20	ADDING SALES TAX	
ASSIGNMENT SHEET 21	TOTALING THE BILL AND RECEIVING PAYMENT	
Test	Part 8	
OBJECTIVE	Select the proper sequence for receiving payments and making change.	
INFORMATION SHEET 9	ACCEPTING CHECKS AND CREDIT CARD PAYMENTS	
ASSIGNMENT SHEET 22	HANDLING CREDIT CARDS	
ASSIGNMENT SHEET 23	CHECKS AND TRAVELER'S CHECKS	
ASSIGNMENT SHEET 24	THE TRAINING STATION'S POLICY ON CHECKS	
Test	Part 9	
OBJECTIVE	Point out the correct rules to follow when accepting check and credit card payments.	
INFORMATION SHEET 10	GUARDING AGAINST THEFT	
ASSIGNMENT SHEET 25	DEALING WITH COUNTERFEIT BILLS, SHORT-CHANGE ARTISTS, MONEY MANIPULATORS, AND ROBBERS	
Test	Part 10	
OBJECTIVE	Explain the ways used to guard against theft.	

This student has completed the indicated training under my supervision.

_____
Instructor

x

HOST/HOSTESS

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective Sheet

A. Discuss each objective with the student.

B. Explain the relationship of each objective to the student's training station.

C. Have the student complete the objectives in the most logical sequence for the training station.

(NOTE: A change of sequence is necessary only if a student changes jobs during the year or an employer requests training in a specific area.)

D. Add any objectives necessary for the training station.

II. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specifics but will depend on student participation.

III. Answers to the test

A. Answers are based on total information covered in the study guide.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

IV. Information and corresponding assignment sheets

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. This information sheet may be used as a glossary.

2. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 1--IDENTIFYING HOST/HOSTESS TERMINOLOGY

(1) Have the student add any other terms not included on the information sheet that are used at the work station.

(2) Have the student make flash cards using the terms and definitions.

b. ASSIGNMENT SHEET 2--WORD SEARCH

(NOTE: Have the student develop similar word puzzles to reinforce this terminology.)

3. Have the student develop crossword puzzles using the terms and definitions.

B. INFORMATION SHEET 2--CUSTOMER RELATIONS

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 3--CORRECT THIS SITUATION

b. ASSIGNMENT SHEET 4--HOSTING SITUATIONS

(1) Have the student relate personal situations for a class discussion.

(2) Have the class role-play giving complaints to the host/hostess-student.

c. ASSIGNMENT SHEET 5--PROBLEM SITUATION SKITS

d. ASSIGNMENT SHEET 6--USING THE TELEPHONE CORRECTLY

(1) Have the class participate in the discussion of role-playing situations.

(2) Use suggestions from the class for possible situations which might be encountered.

2. Plan a field trip to a restaurant which uses a host/hostess for the student to observe the way customers are treated.

3. Use filmstrips or other visuals to assist the student to identify the duties of the host/hostess in dealing with customers.

4. Have the student practice taking reservations.

C. INFORMATION SHEET 3--GETTING ALONG WITH CO-WORKERS

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 7--MAKE OUT A WORK SCHEDULE

(NOTE: Display the best work schedules.)

b. ASSIGNMENT SHEET 8--DEALING WITH OTHER EMPLOYEES

(1) Have the student write skits or role-play situations which show the correct way to get along with co-workers.

(2) Encourage the student to discuss the problems that might occur between co-workers and possible solutions to these problems.

2. Have the student conduct a demonstration preservice meeting with the dining room staff in which instructions are given for the meal service.

3. Have a host/hostess from a nearby restaurant speak to the class on the methods of in-service training used at that restaurant.

D. INFORMATION SHEET 4--DINING ROOM RESPONSIBILITIES

1. Use ASSIGNMENT SHEET 9--VISIT A RESTAURANT to reinforce this area of information.

a. Have the student compare the duties required of the host/hostess at this restaurant with those required at the training station.

b. Allow the class to discuss any questions or comments they have after visiting the restaurant.

2. Have a student dramatize the reception and seating of a group of customers with some errors made to check the alertness of students watching the performance.

3. Have the students work in groups to role-play various duties of the host/hostess, such as greeting customers, handling complaints, taking reservations, cashier duties, and supervising the operation of the dining room.

E. INFORMATION SHEET 5--MENU PLANNING

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 10--CORRECT A MENU

(NOTE: Have the student suggest items to complete the menus.)

b. ASSIGNMENT SHEET 11--WRITE SAMPLE MENUS

(1) Have the student prepare a display of sample menus collected.

(2) Have the class critique the menus written and collected by the student according to the criteria listed in Information Sheet 5.

c. ASSIGNMENT SHEET 12--PLANNING A PARTY

(1) Provide trade magazines as a resource.

(2) Encourage the student to be creative in this assignment.

(3) Have the student present the party plans to the class for discussion.

2. Invite a chef from your area to give a talk on menu planning.

3. Invite an advertising specialist to talk on menu merchandising.

4. Have the student collect ideas from trade magazines for preparing menus.

5. Have the student role-play describing menu items to pretend customers.

F. INFORMATION SHEET 6--TABLE SERVICE

1. Have the student use ASSIGNMENT SHEET 13--COMPARE TABLE SERVICE to reinforce this area of information.

2. Have the student view transparencies to learn to identify the types of service used in restaurants.

3. Visit restaurants to observe various types of service.

a. Have the student observe American, French, Russian, English, and buffet service.

b. Have the student discuss the comparison of the various table services.

4. Have the student watch a demonstration of the correct table setup for the common restaurant cover and then repeat the demonstration to the class.

G. INFORMATION SHEET 7--THE CASH REGISTER

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 14--ARRANGING THE CASH DRAWER

(1) Have the student arrange play money in a cash register or mock-up.

(2) Have the student rearrange the cash drawer using the money denominations used at the work station.

b. ASSIGNMENT SHEET 15--IDENTIFYING THE PARTS OF A CASH REGISTER

(1) Have the student point out the parts of a cash register to the class.

(2) Have the student draw or cut out pictures of other types of cash registers and label the parts.

c. ASSIGNMENT SHEET 16--OPERATION OF THE CASH REGISTER

(1) Have the student explain the operation of the cash register in class.

(2) Secure a change maker and have the student explain its operation.

(3) Acquaint the student with loading procedures of the register tape.

(4) Have the student prepare explanations of loading procedures for the cash register on the training station.

d. ASSIGNMENT SHEET 17--BALANCING THE CASH REGISTER

(1) Have the student bring a balance sheet from the training station.

(2) Have the student prepare a balance sheet for several different situations.

2. Acquaint the student with the loading procedures of the register tape.

H. INFORMATION SHEET 8--RECEIVING CASH PAYMENTS AND GIVING CHANGE

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 18--COUNTING CHANGE

(1) Have play money available for the student to use during this assignment.

(NOTE: This will help the student who has difficulty in visualizing different amounts.)

(2) Have the students make up problems to exchange in class for more practice.

b. ASSIGNMENT SHEET 19--ROLE-PLAYING MAKING CHANGE

(1) Have play money available for the student to use for making change.

(2) Have the class critique each situation.

c. ASSIGNMENT SHEET 20--ADDING SALES TAX

d. ASSIGNMENT SHEET 21--TOTALING THE BILL AND RECEIVING PAYMENT

(NOTE: This will give the student practice in a work situation.)

2. Provide the student with more practice in handling money, if necessary.

I. INFORMATION SHEET 9--ACCEPTING CHECKS AND CREDIT CARD PAYMENTS

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 22--HANDLING CREDIT CARDS

(1) Have various types of credit cards available for observation.

(2) Have the student process a charge slip if a credit card machine is available.

b. ASSIGNMENT SHEET 23--CHECKS AND TRAVELER'S CHECKS

(1) Have the student discuss errors found on sample checks.

(2) Have the student discuss any situations encountered at the work station.

c. ASSIGNMENT SHEET 24--THE TRAINING STATION'S POLICY ON CHECKS

2. Have the student list other rules concerning accepting and cashing checks.

3. Organize an information sheet for future use with the policies provided by the student.

J. INFORMATION SHEET 10--GUARDING AGAINST THEFT

1. Use ASSIGNMENT SHEET 25--DEALING WITH COUNTERFEIT BILLS, SHORTCHANGE ARTISTS, MONEY MANIPULATORS, AND ROBBERS to reinforce this area of information.

a. Have the student relate situations encountered or heard at the training station.

b. Have the student discuss how to handle these situations.

2. Have the student relate personal experiences to the class.

V. Test

A. The test is divided into 10 parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed one information area or sheet.

2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several of the parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the study guide.

VI. References:

A. Edison, Judith E., and Kenneth E. Mells. Checker-Cashier. Dallas, Texas: South-Western Publishing Company, 1976.

B. Food Services-CVAE. Lubbock, Texas: Texas Tech University, Home Economics Instructional Materials Center, n.d.

C. Food Service: Production and Service. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, Inc., n.d.

D. Hospital Research and Educational Trust. Training the Food Service Worker. Bowie, Maryland: Robert J. Brady Company, n.d.

E. Today's Waitress. Cambridge, Massachusetts: Lebhar-Friedman, Inc., n.d.

F. U.S. Dept. of Health, Education, and Welfare. Training Food Service Personnel. Washington, D.C.: United States Government Printing Office, 1969.

HOST/HOSTESS

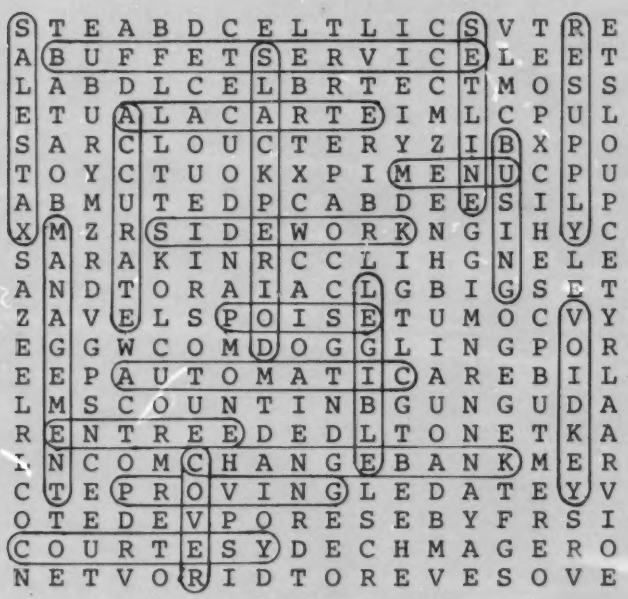
ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

A.
1. Sidework
2. Accessories
3. Station
4. Buffet service
5. Entreé
6. Personal appearance
7. Tactful
8. Shortchange artist
9. Slack period
10. Inservice training
11. Poise
12. Management
13. Efficient
14. Change maker
15. Detail tape
16. Denomination
17. Practice of safety
18. Spillage
19. Sidestand

B. Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 2


S T E A B D C E L T L I C S V T R E
A B U F F E T S E R V I C E L E E T
L A B D L C E L B R T E C T M O S S
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A B M U T E D P C A B D E E S I L P
X M Z R S I D E W O R K N G I H Y C
S A R A K I N R C C L I H G N E L E
A N D T O R A I A C L G B I G S E T
Z A V E L S P O I S E T U M O C V Y
E G G W C O M D O G G L I N G P O R
E E P A U T O M A T I C A R E B I L
L M S C O U N T I N B G U N G U D A
R E N T R E E D E D L T O N E T K A
I N C O M C H A N G E B A N K M E R
C T E P R O V I N G L E D A T E Y V
O T E D E V P O R E S E B Y F R S I
C O U R T E S Y D E C H M A G E R O
N E T V O R I D T O R E V E S O V E

ASSIGNMENT SHEET 3

A.
1. Inappropriate dress and hair style.
2. Too much jewelry.
3. Is not smiling.

B.
1. Greet the customers with a cheerful attitude.
2. Obtain a high chair for the baby.
3. Clear the table of dirty dishes.
4. Distribute menus.

C. Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEETS 4-7

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 8

A. 1. Analyze the job to be done.
   2. Evaluate working conditions.
   3. Consider the efficiency of employees.
   4. Consider the method of preparation and the time needed.
   5. Consider the quantity of food needed.
   6. Avoid duplicating jobs.

B. 1. Know all co-workers by name.
   2. Greet by name or at least smile at the other employees upon arriving at work.
   3. Show a personal interest in co-workers.
   4. Orient new employees thoroughly so they will feel comfortable and confident doing their work.
   5. Recognize employees for their work.
   6. Say good-bye, nod your head, or wave to co-workers when leaving work for the day.

C. Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 9

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 10

A. 1. Overuse of sauces on menu.
   2. Repetition of ingredients (cheese).

B. 1. Too much of one color (white).
   2. Too much soft food.

C. Too much fried food.

ASSIGNMENT SHEETS 11-13

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 14

A.

50¢	$10	$5	$1
25¢	.10¢	5¢	1¢

B.

	$20	$10	$5	$1
50¢	25¢	10¢	5¢	1¢

ASSIGNMENT SHEET 15

A. Transaction indicators
B. Amount indicator
C. Detail or audit tape
D. Cash drawer
E. Activity counter or money slab
F. Special keys
G. Operating bar
H. Key release lever
I. Display area
J. Receipt

ASSIGNMENT SHEET 16

A. 1. Management
2. Expensive and delicate
3. Numeral, lettered, special
4. Detail tape
5. Amount of purchase, change returned, and date
6. The cashier
7. One dollar
8. Host/hostess

B. 1. The host/hostess could push the wrong keys and give the incorrect change.
2. Face-up
3. Face-up

ASSIGNMENT SHEET 17

A. $137.53
B. $ 26.53
C. $111.00
D. $137.53
E. $137.53
F. $ 62.53
G. $ 62.53
H. $ 62.53
I. $137.53

ASSIGNMENT SHEET 18

A. A one-dollar and a ten-dollar bill.
B. One nickel, one five-dollar bill, and two ten-dollar bills.
C. One dime, one fifty-cent piece, and two one-dollar bills.
D. Four pennies, one nickel, one fifty-cent piece, two one-dollar bills, and one five-dollar bill.

E. One five-dollar bill.

F. Two dimes and two one-dollar bills.

G. Three pennies, one dime, one quarter, one fifty-cent piece, and a one-dollar bill.

H. Two one-dollar bills and one five-dollar bill.

I. Four pennies, one quarter, one fifty-cent piece, and one-dollar bill.

J. Three pennies, one nickel, one quarter, and one five-dollar bill.

ASSIGNMENT SHEET 19

A. Eighteen thirty-one. Two, three, four, thirty-five, forty, fifty, nineteen dollars and twenty. Thank you.

B. Twenty-five dollars and sixty cents out of fifty dollars. Sixty cents, seventy cents, seventy-five, twenty-six dollars, twenty-seven, twenty-eight, twenty-nine, thirty dollars, forty dollars, and ten is fifty dollars. Thank you.

C. Thirty-three dollars and sixteen cents out of forty dollars. Thirty-three, sixteen, seventeen, eighteen, nineteen, twenty, twenty-five, fifty, thirty-four dollars, thirty-five, and five is forty dollars. Thank you.

ASSIGNMENT SHEET 20

A.

Subtotal	2.29
tax	.11
total	2.40

B.

Subtotal	4.23
tax	.21
total	4.44

C. 1. .08
2. .03
3. .27
4. .40
5. .08

ASSIGNMENT SHEET 21

A.

Subtotal	3.75
tax	.19
total	3.94

Evaluated to the satisfaction of the instructor.

B.

Subtotal	2.88
tax	.14
total	3.02

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 22

A. The student may list any credit cards.

B. Answer may be yes or no.

C. Explanation should include the following steps:

1. Write the necessary information on the charge slip.
2. Set the machine for the correct date.
3. Place the credit card face up in the machine.
4. Place the charge slip face up in the machine over the credit card.
5. Move the handle across the machine and back tc original position.
6. Remove the charge slip and credit card from the machine.
7. Have the customer sign the slip.
8. Return the credit card and a copy of the slip.

D. Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 23

A. 1. The check does not have the name, address, and phone number printed on the check.
2. The number (written over) has not been initialed by the writer.
3. The word fifty has not been initialed by the writer.

B. 1. Dated July 4, 1977 instead of June 4, 1978.
2. The word amount is not the same as the figure amount.
3. It is not signed by the person whose name appears on the check.

C. 1. Figure is not initialed.
2. Mark-out is not initialed.
3. Check should not be cashed if the date is more than 30 days old.

D. 1. Have the customer sign the check in the presence of the person cashing it.
2. Compare the customer's signature with the signature on the front of the check.
3. Have the customer sign the check again if it has already been endorsed.

ASSIGNMENT SHEET 24

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 25

A. Answer should include four of the following:

1. Hairlines on the portraits blend into the background.
2. Points around the seal may not be clear.
3. Crisscross lines on the border may not be clear.
4. Serial numbers are out of line, poorly spaced, printed too light or too dark.
5. Color of bill may be too light or too dark.

6. May appear to be too clean and feel stiff.

B. 1. $1 Washington
2. $2 Jefferson
3. $5 Lincoln
4. $10 Hamilton
5. $20 Jackson
6. $50 Grant

C. Answer should include two of the following:

1. By using confusion or distraction.
2. Interrupts the host/hostess while making change and asks for change in a different denomination.
3. Rushes the host/hostess and also may want to purchase something from the display counter.

D. 1. Ask a customer to wait and then finish the transaction to avoid being confused or distracted.
2. Do not argue with the customers.
3. Have the customer's money in your hand before giving any change even if the customer asks for change several times.
4. Always call out loud the denomination of the bill the customer hands you.
5. Close the cash drawer and contact the supervisor if total confusion occurs.

E. 1. Examine both sides of a bill.
2. Look for markings.
3. Casually or humorously let the customer know you know of the markings.
4. Do not put money in the cash drawer until the customer has indicated they received the correct change.

F. Answer should include any two of the following:

1. Do what the robber says without arguing.
2. Remember the robber's description.
3. Get the license number and make of the car.

HOST/HOSTESS

ANSWERS TO TESTS

PART 1

1.	w	13.	g
2.	r	14.	c
3.	s	15.	i
4.	a	16.	d
5.	f	17.	k
6.	m	18.	j
7.	t	19.	n
8.	u	20.	l
9.	o	21.	x
10.	h	22.	q
11.	b	23.	v
12.	e	24.	p

PART 2

1. a. True
   b. True
   c. False
   d. True
   e. False
2. a. Good grooming is important.
   b. Dress appropriately.
   c. Be neat and clean.
   d. Good posture will make you look and feel better.
      (1) Stand straight but relaxed.
      (2) Try to align your body vertically, with the head, shoulders, and arms centered over the heel of the foot.
   e. Have a friendly smile and a pleasant manner.
   f. Avoid flashy jewelry or nail polish.
   g. Use a pleasant clear voice.
3. a. Answer promptly when the phone rings.
   b. Identify the restaurant and yourself.
   c. Be pleasant during the conversation.
4. b.
   d.

T-16

5. a. True
   b. False
   c. True
   d. True
   e. False
   f. True
   g. False

6. a.
   d.
   e.

PART 3

1. a.
   c.
   e.

2. a. Be fair by collecting all the facts before making a decision.
   b. Allow the employee to express his/her point of view thoroughly.
   c. Admit a mistake and work to correct it.

3. a. Fairly, impartially
   b. Feelings
   c. Constructive, faultfinding
   d. Facts
   e. Consistently
   f. Changes, special
   g. Praise

PART 4

1. a. Greeting
   b. Preferences
   c. Station
   d. Coats or packages
   e. Orders
   f. Dining area, dining area staff
   g. Quality and appearance
   h. Food

2. Discussion should include some of the following:
   a. Checks to make sure the dining area and the dining room staff are prepared prior to the customer's arrival.
      (1) Makes sure the dining room is set up properly.
      (2) Plans the general seating arrangements of customers by referring to the reservation book.
      (3) Sees that all employees are on duty and are well groomed.
   b. Makes sure the customer receives prompt and courteous service.
   c. Checks food being served to make sure of its quality and service.

d. Makes sure customers are satisfied with the food and service.

e. Observes the appearance, manner, and conduct of employees.

f. Reports any housekeeping tasks that need attention.

g. Keeps track of clean tables that are available.

h. Tries to create a favorable impression and promotes good will for the restaurant.

i. Makes sure the dining room is properly cleaned after closing.

j. Makes arrangements for parties.

k. Performs cashier duties.

PART 5

1. a. Include on each menu, items which contain the basic nutrients.

   b. Use items from the four food groups.

   c. Have enough nutritious choices in a variety of forms so customers can have appetizing and nutritious meals.

   d. Offer nutritious meals in an appetizing and flavorful combination.

2. a. Milk group

   b. Meat group

   c. Vegetable/fruit group

   d. Bread/cereals group

3. Discussion should include:

   a. Color

      (1) Take advantage of the natural color of foods.

      (2) Use more than one color.

      (3) Use colors which go well together.

      (4) Make sure color combinations have eye appeal.

   b. Flavor--The menu should have a combination of bland and highly seasoned foods.

   c. Shape and size

      (1) Foods naturally have different shapes.

      (2) Foods can be prepared to have different shapes.

      (3) A variety of shapes and sizes adds interest and is more pleasing to the eye.

   d. Temperature--Some hot and some cold foods should be included on the menu.

   e. Texture

      (1) The menu should contain some crunchy foods.

      (2) Soft foods should also be included on the menu.

4. b.
   e.
   f.

PART 6

1. a. (1) French Service
   (2) English Service
   (3) Russian Service
   (4) Buffet Service
   (5) American Service

   b. (1) Buffet (6) American
   (2) English (7) Buffet
   (3) Russian (8) French
   (4) French (9) English
   (5) American (10) Russian

2. a. Cover
   b. Sugar bowl
   c. Ash tray
   d. Salt & pepper
   e. Butter plate
   f. Water glass
   g. Creamer
   h. Set line
   i. Coffee cup & saucer
   j. Soup spoon
   k. Teaspoon
   l. Dinner knife
   m. Dinner plate
   n. Edge of the cloth
   o. Napkin
   p. Dinner fork
   q. Salad fork
   r. Salad plate

PART 7

1. a. Manager
   b. Expensive
   c. Numerical, lettered, special
   d. Audit tape
   e. Minus
   f. Date
   g. Automatic change maker
   h. Host/hostesses
   i. In the drawer

2. a.

	$10	$5	$1
50¢			
25¢	10¢	5¢	1¢

b.

	$20	$10	$5	$1
50¢	25¢	10¢	5¢	1¢

3. a. Transaction indicator
   b. Amount indicator
   c. Decal or audit tape
   d. Cash drawer
   e. Activity counter or money slab
   f. Special keys
   g. Operating bar
   h. Key release lever
   i. Display area

PART 8

1. a. 6
   b. 8
   c. 1
   d. 11
   e. 2
   f. 10
   g. 3
   h. 4
   i. 9
   j. 5
   k. 7

2. a. (3)
   b. (2)
   c. (4)
   d. (2)
   e. (3)

3. a. .06
   b. .23
   c. 1.25
   d. 1.89
   e. .64
   f. .05
   g. .05
   h. .25
   i. .40
   j. .53

PART 9

1. b.
   c.

2. a. 6
   b. 12
   c. 9
   d. 5
   e. 8
   f. 1
   g. 3
   h. 2
   i. 7
   j. 10
   k. 15
   l. 11
   m. 13
   n. 4
   o. 14

3. a.
   d.
   f.
   i.

4. a.
   b.
   c.

PART 10

1. Explanation should include:
   a. Hairlines on portraits may blend into the background.
   b. Points around the colored seal may not be clear and sharp.
   c. Crisscross lines on the border are often not clear and distinct.
   d. Serial numbers may be out of line, poorly spaced, or printed too light or dark.
   e. The color of the bill may be too light or dark.

f. Comparison of an unusual bill to another bill of the same denomination.

2. a. (1) Cheats the host/hostess by using confusion or distraction.

(2) Interrupts the host/hostess while making change and asks for change in a different denomination.

(3) Rushes the host/hostess and also may want to purchase something from the display counter.

b. (1) Ask a customer to wait and then finish the transaction to avoid being confused and distracted.

(2) Do not argue with the customers.

(3) Have the customer's money in your hand before giving any change even if the customer asks for change several times.

(4) Always call out loud the denomination of the bill the customer hands you.

(5) Close the cash drawer and contact the supervisor if total confusion occurs.

3. Through the use of split bills or marked bills. Explanation should include:

a. Examine both sides of a bill.

b. Look for unusual markings.

c. Casually or humorously let a person know when you find a marking on a bill.

d. Do not place money in the cash drawer until the customer has indicated they received the correct change.

e. Place any marked bill under the cash drawer tray.

4. a. True

b. False

c. True

d. True

HOST/HOSTESS

DOT NO. 310.137.010

Supervises and coordinates activities of dining room personnel to provide fast and courteous service to patrons.

1. Schedules dining reservations.
2. Arranges parties or special services for diners.
3. Greets guests, escorts them to tables, and provides menus.
4. Adjusts complaints of patrons.
5. Assigns work tasks and coordinates activities of dining room personnel.
6. Inspects dining room serving stations for neatness and cleanliness.
7. Requisitions table linens and other dining room supplies for tables and serving stations.
8. Trains dining room employees.
9. Schedules work hours and keeps time records of dining room workers.
10. Assists in planning menus.
11. Acts as cashier.

HOST/HOSTESS

STUDY GUIDE OBJECTIVE

After completion of this study guide, the student will be able to use the correct terminology and perform the procedures and responsibilities required of a host/hostess in a commercial restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing the test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Match the terms associated with host/hostess to the correct definition.
2. Point out the procedures used by the host/hostess for greeting and dealing with customers.
3. Demonstrate an ability to get along with co-workers.
4. Identify the responsibilities of the host/hostess in supervising the dining room.
5. Discuss factors to consider when planning a menu.
6. Explain the types of table service used and the basic restaurant cover.
7. Explain the operation of the cash register.
8. Select the proper sequence for receiving payments and making change.
9. Point out the correct rules to follow when accepting checks and credit card payments.
10. Explain the ways used to guard against theft.

HOST/HOSTESS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. American service--Food is prepared and plated in the kitchen and served to the customer.

B. French service--Food is partially prepared in the kitchen and then brought to the table where preparation is completed.

C. Russian service--Food is prepared in the kitchen, brought to the table on silver trays, and portioned directly onto the customer's plate.

D. Buffet service--Customers serve themselves from containers of food arranged on serving tables.

E. Family service--Platters of food are brought to the table. The customers pass the platters and help themselves.

F. A la carte--Foods on the menu which are listed and priced separately.

G. Entrée--Main course of a meal.

H. In-service training--On-the-job training, both formal and informal.

I. Management--People that supervise and give directions at the training station.

J. Courtesy--Consideration, respect, cooperation, and generosity toward others.

K. Personal appearance--The way one looks to the customer.

L. Tactful--Being thoughtful and courteous of others' feelings when handling various situations.

M. Poise--Ability to handle situations easily and calmly.

N. Efficient--Getting a job done properly without wasting time.

O. Accurate--Correct.

P. Legible--Neat and readable.

Q. Inventory--Stock of goods that are kept in a storage area to aid in running a smooth business operation.

R. Work schedule--Detailed outline telling the employee what job is to be done and when and how long it should take.

S. Peak period--Time of day when the customer load is greatest.

T. Slack period--Time of day when the customer load is light and full staffing is not necessary.

U. Station--Assigned group of tables or counter stools.

V. Side stand--Designated place close to a station where things necessary for good service are kept.

W. Sidework--Duties assigned the waiter/waitress in addition to table service.

X. Menu--A list of foods available at a restaurant.

Y. Spillage--Any food or liquid dropped on a table, seat, floor, or tray.

Z. Sanitation--Keeping all areas clean and free of any germs.

AA. Busing--Taking dirty dishes to the proper place, cleaning tables, chairs, ashtrays, returning condiments to the proper place, cleaning spills.

AB. Practice of safety--Watching for activities or equipment that could cause harm.

AC. Customer accident--Any action which results in the customer being embarrassed, physically harmed, or having clothes ruined.

AD. Resupply (replenish)--To furnish food and materials to the area or stations as the food and utensils are taken by the customer.

AE. Cover--Each individual place setting.

AF. Tray jack--Folding stand on which to set a tray.

AG. Accessories--Things that are added for convenience or decoration.

AH. Takeout service--Individual items or complete meals packaged and either taken from the restaurant by the customer, or ordered by phone and delivered.

AI. Setline--The lower boundary for placing plate and silverware, usually ½ inch from the edge of the table.

AJ. Automatic--The ability of a machine to operate or perform a certain function on its own.

AK. Change maker--Makes change automatically when the proper keys are pushed.

AL. Denomination--Value or size of a piece of money.

AM. Serial number--Numbers on bills which identify them.

AN. Change bank--Amount of money put in the cash register at the start of the day or shift.

AO. Detail tape--A cash register record of transactions, number of customers, and date.

AP. Void key--The part of a cash register which allows the host/hostess to erase the amount shown on a register when an error has been made.

AQ. Shortchange artist--A person who is an expert in cheating the cashier by confusion and distraction.

AR. Proving--To check for correctness of amounts of money.

AS. Sales tax--A certain percent of the total bill.

HOST/HOSTESS

ASSIGNMENT SHEET 1--IDENTIFYING HOST/HOSTESS TERMINOLOGY

A. Supply the terms for the following definitions.

1. Work done in addition to regular duties. _____
2. Things that are added for convenience or decoration. _____
3. Assigned group of tables or counter stools. _____
4. Customers serve themselves from containers of food arranged on serving tables. _____
5. Main course of a meal. _____
6. The way one looks to the customer. _____
7. _____ is being thoughtful and courteous of others feelings in handling various situations.
8. _____ is a person who is an expert in cheating the host/hostess by confusion and distraction.
9. The time of day when the customer load is light and full staffing is not necessary. _____
10. On the job training both formal and informal. _____
11. The ability to handle situations easily and calmly. _____
12. People that supervise and give directions at the training station. _____
13. Getting a job done properly without wasting time. _____
14. _____ makes change automatically when the proper keys are pushed.
15. A cash register record of transactions, number of customers, and date. _____
16. Value or size of a piece of money. _____
17. _____ of _____ is watching for activities or equipment that could cause harm.
18. Any food or liquid dropped on a table, seat, floor or tray. _____
19. _____ _____ is a designated place close to a station where things necessary for good service are kept.

B. Which of the items on the terms and definitions information sheet are you familiar with at the restaurant where you work? List each term and your duties related to it.

HOST/HOSTESS

ASSIGNMENT SHEET 2--WORD SEARCH

Directions: Find the words associated with host/hostess that are listed in the word search game. Some of the words are across and some are up and down.

S T E A B D C E L T L I C S V T R E
A B U F F E T S E R V I C E L E E T
L A B D L C E L B R T E C T M O S S
E T U A L A C A R T E I M L C P U L
S A R C L O U C T E R Y Z I B X P O
T O Y C T U O K X P I M E N U C P U
A B M U T E D P C A B D E E S I L P
X M Z R S I D E W O R K N G I H Y C
S A R A K I N R C C L I N G N E L E
A N D T O R A I A C L G B I G S E T
Z A V E L S P O I S E T U M O C V Y
E G G W C O M D O G G L I N G P O R
E E P A U T O M A T I C A R E B I L
L M S C O U N T I N B G U N G U D A
R E N T R E E D E D L T O N E T K A
L N C O M C H A N G E B A N K M E R
C T E P R O V I N G L E D A T E Y V
O T E D E V P O R E S E B Y F R S I
C O U R T E S Y D E C H M A G E R O
N E T V O R I D T O R E V E S O V E

Buffet service
A la carte
Entree
Management
Courtesy
Poise
Accurate
Legible
Slack period
Menu
Sidework
Busing
Resupply
Cover
Set line
Automatic
Change bank
Void key
Proving
Sales tax

HOST/HOSTESS

INFORMATION SHEET 2--CUSTOMER RELATIONS

The host/hostess is the first person the customer meets upon entering the restaurant. An employee in this position must make people relaxed and comfortable. Some of the things a good host/hostess should keep in mind while performing his/her duties include the following:

I. Display the proper work attitude

A. Show enthusiasm for your job.

B. Be courteous and considerate with customers and other employees.

C. Be pleasant at all times, even when others are unpleasant.

D. Be willing to take on other responsibilities.

E. Be tactful.

F. Show pride in your restaurant and the quality of service it provides.

II. Appearance

A. Good grooming is important because the host/hostess is constantly viewed by customers.

B. Dress appropriately for your job.

C. Be neat and clean.

D. Good posture will make you look and feel better especially when your work requires a great deal of standing and walking.

1. Stand straight but relaxed.

2. Try to align your body vertically, with the head, shoulders, and arms centered over the heel of the foot.

E. Have a friendly smile and a pleasant manner.

F. Avoid flashy jewelry or nail polish.

G. Use a pleasant clear voice.

III. Dealing with customers

A. A pleasant, cheerful attitude helps make customers feel comfortable.

B. Be poised, patient, and easy going when under stress.

C. Be available to customers at all times.

D. Be willing to help customers.

1. Assist with packages, coats, and handbags.

2. Bring high chairs or booster chairs for small children.

3. Draw window shades to prevent glare.

4. Provide newspapers to customers who are eating alone or who are waiting for friends.

5. Refill water glasses or coffee cups as needed.

6. Supply extra napkins and flatware if they are dropped.

7. Assist the elderly or handicapped to be seated.

(NOTE: Always be very patient and give them as much help as they will allow.)

E. See that customers receive prompt service.

1. Make sure the waiter/waitress is aware of newly seated customers.

2. Assure customers that someone will be with them immediately.

F. Attend to complaints immediately and pleasantly.

1. Listen to the customer.

2. Apologize for any inconvenience.

3. Do not hesitate to admit a mistake.

4. Never argue with a customer.

5. Thank the customer for bringing the matter to your attention.

6. Act on the complaint promptly.

EXAMPLE: Change seating if requested by the customer, correct wrong orders.

7. Call the manager when you think you cannot handle the situation.

G. Explain available services to the customer.

1. Suggest that faster service may be obtained at the counter if the customer is in a hurry.

2. The availability of a children's menu.

3. Take-out service, if provided.

H. Assist the customers as they leave the restaurant.

IV. Additional services to offer customers

A. Assist customers to understand the menu.

1. Offer assistance in reading the menu.

2. Point out specials listed on the menu.

3. Explain any foreign terms or unusual methods of food preparation the customer may not understand.

4. Suggest substitutions for customers on special diets.

a. Suggest fresh fruit when sweet desserts are banned or sugar is restricted.

b. Suggest French dressing instead of mayonnaise, or sherbert instead of custard when eggs are not allowed.

B. Offer suggestions.

(NOTE: Indecision in ordering may be due to unfamiliarity with the service, difficulty in understanding the menu, a lack of appetite, or a limited budget. In each case the host/hostess may help the customer by either giving additional information or making suggestions.)

1. Base the suggestions on the likes and dislikes of the customer.

2. Suggest foods that are specialties of the area.

EXAMPLES: Seafood if close to the coast, or Mexican food if location is close to Mexico.

3. Suggest additional items to accompany a meal.

a. Suggest a beverage when one is not ordered.

b. Suggest a sandwich with an order for soup.

c. Suggest soup or some other appetizer with an order that will take longer to prepare.

V. Answering and handling phone calls.

A. Answer promptly when the phone rings.

B. Identify the restaurant and yourself.

C. Be pleasant during the conversation.

D. Handle the call correctly.

1. Offer assistance when possible.

2. Take a message when the call is for someone unable to come to the phone.

a. Have a pencil and pad at hand.

b. Make notes on information as given.

c. Write neatly.

d. Ask politely to have information repeated if you could not understand.

e. Repeat the recorded information to be sure it is correct.

3. Ask the caller to hold if you are busy with a customer.

a. Depress the "Hold Button" to put a person on hold.

b. Get the person's attention when you return to the phone.

c. Offer the caller a choice of waiting or being called back, if you are going to be busy for several minutes.

VI. Taking reservations

A. Information to be obtained when a reservation is made.

1. Name of the person reserving it.

2. Number of persons included in the reservation.

3. Date and time.

4. Preference as to the location of the table.

5. Whether a special menu is desired or customers will make selections from the regular menu.

6. Record all information in the reservation book.

B. Taking reservations by mail.

1. Record all information in the reservation book.

2. Send a letter of confirmation back to the customer.

(NOTE: This letter confirming a reservation request will help the customer to make further plans, and is good customer relations for the restaurant.)

HOST/HOSTESS

ASSIGNMENT SHEET 3--CORRECT THIS SITUATION

Directions: Study the picture below and answer the following questions.

A. Name several elements of personal appearance that make this woman a poor hostess.

B. What other things has the hostess forgotten to do?

C. Discuss how you would have welcomed and seated this family.

HOST/HOSTESS

ASSIGNMENT SHEET 4--HOSTING SITUATIONS

Directions: Explain briefly in your own words or role-play how the following situations should be handled.

A. An elderly guest having difficulty moving easily.

B. Customers not getting proper service.

C. Arrival of customers with a very small child.

D. A customer with large packages.

E. Departing customers.

F. Loud customers.

G. Spillage in the dining area.

H. Menus that are out of place.

HOST/HOSTESS

ASSIGNMENT SHEET 5--PROBLEM SITUATION SKITS

Directions: Ask your instructor to have several students assist you in acting out the following situations involving problems that may occur in the dining room. Discuss in class what you would have done in this situation? Why? What else could be done in the same situation that would also be a correct approach? What would be a wrong approach to each situation?

A. Mr. Williams, who is blind, arrives at your restaurant alone for dinner.

B. Judy Clark, a regular customer, missed a step as she was leaving the dining room. She turned her ankle and bumped her head on a chair as she fell. You are the person nearest to Judy as she falls.

C. A couple on their way home from a party have decided to stop by the restaurant for something to eat. The restaurant will close in 15 minutes.

D. A large party has come for a late dinner. They talk loudly, laugh, and seem to be distrubing the whole dining room.

E. Mr. and Mrs. Bell are celebrating their anniversary and ask you for suggestions on what to order.

HOST/HOSTESS

ASSIGNMENT SHEET 6--USING THE TELEPHONE CORRECTLY

Directions: Select one of the following situations to role-play on a mock telephone before the class. Demonstrate correct usage of the telephone in handling the situation.

1. The manager is talking on another phone when you receive a phone call requesting to speak to the manager.

2. The caller requests information on reservations.

3. The manager is out of town and will be gone for several days.

4. The caller requests directions on how to get to the restaurant.

5. The telephone rings while you are busy with a customer.

6. The caller requests information that only the manager would have and the manager is in an office with an extension.

HOST/HOSTESS

INFORMATION SHEET 3--GETTING ALONG WITH CO-WORKERS

I. Ways to show a genuine interest in co-workers

A. Know all co-workers by name.

B. Greet by name or at least smile at the other employees upon arriving at work.

C. Show a personal interest in co-workers.

D. Orient new employees thoroughly so they will feel comfortable and confident doing their work.

E. Recognize employees for their work.

F. Say good-bye, nod your head, or wave to co-workers when leaving work for the day.

II. How to work with the individual employee

A. Match individual needs to the job.

B. Treat each worker fairly and impartially.

C. Show respect for the employee's feelings.

D. Give each employee praise when it is deserved.

E. Give constructive criticism and avoid unnecessary fault finding.

III. Handling employee complaints

A. Be fair by collecting all the facts before making a decision.

B. Allow the employee to express his/her point of view thoroughly.

C. Admit a mistake and work to correct it.

IV. Training personnel for dining room service

A. Types of inservice training

1. Initial training--Training given to help new employees adjust to the job routine.

2. Continuous training--To keep all employees aware of changes in restaurant policy and to discuss any problems that develop.

B. Methods of inservice training

(NOTE: Much of the training of restaurant employees is given informally whenever it seems to be needed.)

1. Verbal instruction.

   a. Giving verbal directions as needed.

   b. Demonstrating techniques and procedures.

   c. Conferences to provide an opportunity for questions, discussion, and suggestions.

   d. Interviews.

2. Written instruction

   a. Manuals

   b. Charts and diagrams

   c. Work schedules

   d. Job description

   e. Instruction sheets

V. Scheduling work hours

A. Organize employee work loads consistently.

EXAMPLE: During peak periods employee work schedules are primarily composed of customer service duties; during slack periods employee work schedules should consist of preparation work for the next peak period.

B. Decide the number of employees needed.

1. Analyze the job to be done.

   EXAMPLE: Are the jobs complex and time consuming or are they simple and done fairly rapidly?

2. Analyze working conditions.

   EXAMPLE: Must the tossed salad be prepared by hand or is mechanical equipment available.

3. Analyze the efficiency of employees.

4. Consider the method of preparation and the time needed.

5. Consider the quantity of food needed.

6. Consider special parties.

7. Avoid duplicating jobs.

C. Decide the number of hours each employee will work

1. Coordinate the days off for each employee so that all positions are filled during peak periods.

2. Consider labor regulations.

3. Coordinate work schedules so that all employees receive proper break times without leaving a work station empty.

D. Schedule employees as needed during special parties

1. Coordinate parties so that the kitchen work load is not excessive.

2. Consider the availability of personnel.

3. Analyze serving time and clean-up time when scheduling parties back to back.

E. Keeping time records

1. Time cards may be filled out by hand for each employee.

2. An automatic time clock may be used at larger restaurants.

(NOTE: The employee will place the time card in the time clock upon arriving and leaving.)

IV. Assigning work tasks

A. Assign stations to waiters/waitresses and dining room attendants.

B. Review the menu with employees to alert them to changes and specials of the day.

C. For each employee make out a daily schedule or worksheet which includes: name of the employee, hours of work, serving station, side duties, and extra or special work.

ASSIGNMENT SHEET 7--MAKE OUT A WORK SCHEDULE

Directions: Make out a daily work schedule for each of the following employees. Role-play how you would explain work assignment to each employee.

A. Tillie Tablesetter, a waitress working 6 hours today, June 1st, from 10 a.m.-4 p.m. She will be assigned eight tables to serve and will be expected to refill the condiments on all the tables after peak hours. She will also be assigned to refill the drink dispensers and ice bin as needed at the beverage station.

B. Barney Busboy, a dining room attendant, will work 4 hours today from 5 p.m.-9 p.m., June 1st. Barney is assigned to clear tables 1-10 and assist Tillie to reset the tables she is assigned. Barney will also clean and restock the condiment station and salad bar and will check the restrooms for needed supplies.

HOST/HOSTESS

ASSIGNMENT SHEET 8--DEALING WITH OTHER EMPLOYEES

Directions: Discuss briefly the following questions concerning the duties of the host/hostess.

A. What are the ways a host/hostess determines the number of employees needed for any time period?

B. How can the host/hostess show an interest in other employees?

C. What methods of inservice training are used at the work station? How is continuous training carried out?

HOST/HOSTESS

INFORMATION SHEET 4--DINING ROOM RESPONSIBILITIES

I. Welcoming the customers

A. Give the customer a cordial and pleasant greeting.

1. Remember the names of frequent guests.

2. Offer to take coats, or direct customers to the coatroom.

B. Determine the number of people to be seated.

EXAMPLE: "Good evening, how many in your party?"

C. If there is a waiting period, estimate the approximate length of time so you can inform the customers.

D. Escort customers to the table.

(NOTE: Try to distribute customers evenly to all work stations to be fair to all waiters or waitresses.)

1. Seat customers according to their preferences when possible.

2. Seat elderly persons, or persons in wheelchairs near the entrance.

3. Pull out the chair for persons who are alone.

E. As you seat the customers, distribute menus.

II. Supervising the operation of the dining room

A. Check to make sure the dining area and the dining room staff are prepared prior to the customer's arrival.

1. Make sure the dining room is set up properly.

a. Tables set.

b. Furniture and floor clean.

c. Menus clean and in the proper place.

d. Service area stocked with fresh linens and supplies.

(NOTE: At some restaurants, the host/hostess is responsible for requisitioning new table linens and other dining room supplies for tables and serving stations.)

2. Plan the general seating arrangement of customers by referring to the reservation book.

3. See that all employees are on duty and are well groomed.

B. Make sure the customer receives prompt and courteous service.

1. See that orders are taken as soon as the customers have made their selections from the menu.

2. Alert employees to the needs of customers.

3. Handle the customer's needs when others are busy.

C. Check food being served to make sure of its quality and appearance.

D. Make sure customers are satisfied with the food and service.

E. Observe the appearance, manner, and conduct of employees.

F. Report any housekeeping tasks that need attention.

G. Keep track of clean tables that are available.

H. Try to create a favorable impression and promote good will for the restaurant at all times.

I. Make sure the dining room is properly cleaned after closing.

1. Supplies and equipment put away.

2. Dirty dishes cleared from the dining room.

3. Furniture is returned to its proper position.

III. Making arrangements for parties

A. Arranging tables

1. Arranging tables for parties involves several considerations.

a. The type of function: banquet, buffet, or reception.

b. The number of customers.

c. The type of service to be used, either formal or informal.

d. The amount of equipment and number of waiters/ waitresses needed.

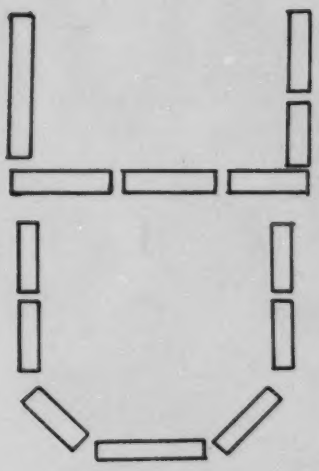
(NOTE: This affects how much space is necessary for service.)

e. The shape of the room and any obstructions in it, such as posts or pillars.

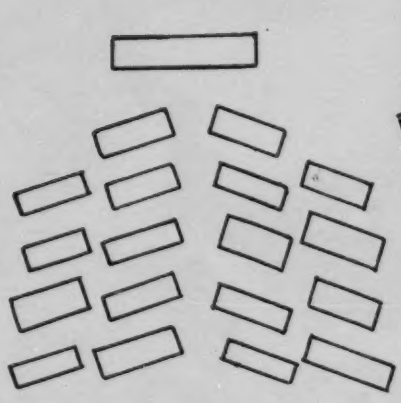
f. Whether a head table is to be used and, if so how many guests are to be seated there.

B. Some possible table arrangements using long tables.

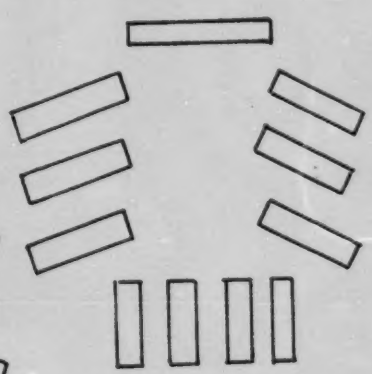
U-shapes



Herringbone



Hollow square



C. Seating arrangements

1. The seating arrangement should be well-planned and never crowded.

2. Tables for six or eight are easier to serve.

3. Do not seat customers with their backs to the head table.

D. Other considerations.

1. Decorations to be used.

2. Music.

3. Microphone and loud speaker arrangements.

4. Menu being served and special serving equipment needed.

5. The type of linen, dishware, flatware, and glassware to be used.

IV. Cashier duties

A. Sells items at the display counter such as candy, gum, and cigarettes.

B. Keeps the counter neatly arranged and stocked with items for sale.

C. Answers phone calls.

D. Receives payment for meal checks.

E. Calculates and collects sales tax.

F. Cashes checks.

G. Makes out the Daily Balance Slip.

HOST/HOSTESS

ASSIGNMENT SHEET 9--VISIT A RESTAURANT

Directions: Visit a nearby restaurant to observe the host/hostess and the duties performed in the dining room. Answer the following questions concerning this visit.

A. Draw a diagram of the dining room and show the sections or stations and how the host/hostess seated customers.

B. Which of the duties on the information sheet were performed at the restuarant? Which do you do on your job?

C. What additional duties were performed by the host/hostess?

D. How are party preparations made at the restaurant? At your work station?

HOST/HOSTESS

INFORMATION SHEET 5--MENU PLANNING

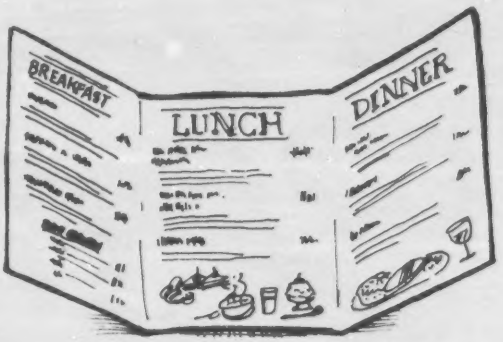
I. Goals of menu planning.

A. Adequate nutrition

B. Appetite appeal

C. Customer satisfaction

D. Cost control



II. Factors to consider when planning a menu.

A. Customer-related

1. Climate and season.

2. Regional preferences.

EXAMPLE: Grits are served with breakfast in the South; hash browns are preferred with breakfast in the Midwest.

3. Flavor and appearance of food.

4. Availability of foods and cost.

5. Income range of customers.

B. Management-related

1. Type of food service establishment.

2. Number of customers to be served.

3. Equipment available.

4. Skill level and number of employees.

5. Distribution of work.

6. Season of the year.

7. Leftovers.

8. Cost control

III. Menu format

A. Easy to read and understand.

B. Items clearly priced.

C. Main items stand out.

D. Total appearance of the menu reflects the theme or atmosphere of the restaurant.

IV. Providing adequate nutrition--To grow and stay healthy, an individual must make a proper selection of foods, eating them in the correct quantities.

A. Nutritional responsibilities of a menu planner.

1. Include on each menu items which contain the basic nutrients.

2. Use items from the four food groups.

3. Have enough nutritious choices in a variety of forms so customers can have appetizing and nutritious meals.

4. Offer nutritious meals in an appetizing and flavorful combination.

B. The basic seven food nutrients.

1. Proteins

2. Fats

3. Carbohydrates

4. Vitamins

5. Minerals

C. The basic four food groups and the nutrients provided.

BASIC FOUR FOOD GROUPS	DAILY AMOUNTS NEEDED	MAIN NUTRITIVE CONTRIBUTIONS
Milk group: Milk, cheese, ice cream	Teenagers 4 or more cups Adults 2 or more cups Pregnant women 4 or more cups	Calcium Riboflavin Protein Phosphorus
Meat group: Beef, veal, pork, fish, eggs, dry beans, and peas	2 or more servings	Protein Phosphorus Iron B vitamins
Vegetable/Fruit group	4 or more servings dark green or deep yellow vegetable at least every other day A citrus fruit daily	Minerals Cellulose Vitamins (Vitamin C especially)
Bread-cereals group: (Whole grain enriched - restored)	4 or more servings	Thiamine Niacin Riboflavin Iron Carbohydrates Cellulose

V. Ways to add variety to a menu

A. Color

1. Take advantage of the natural color of foods.

2. Use more than one color.

EXAMPLE: Everything should not be white, green, or yellow but a combination of two or more colors.

3. Use colors that go well together.

4. Make sure color combinations have eye appeal.

B. Flavor--The menu should have a combination of bland and highly seasoned foods for a contrast in flavor.

C. Shape and size

1. Foods naturally have different shapes.

EXAMPLES: Round peas, long and slender green beans.

2. Foods can be prepared to have different shapes.

EXAMPLES: Shredded, sliced, or cubed.

3. A variety of shapes and sizes adds interest and is more pleasing to the eye.

D. Temperature--Some hot and some cold foods should be included on the menu.

E. Texture

1. The menu should contain some crunchy foods.

2. Soft foods should also be included on the menu.

VI. Guidelines for planning menus

A. Vary preparation methods for foods.

EXAMPLE: Do not have all fried foods, all baked foods, or all creamed foods.

B. Avoid overusing sauces on the menu.

C. Avoid repetition of ingredients.

EXAMPLE: Carrot and raisin salad, glazed carrots, and carrot cake.

D. Avoid duplication of dishes in the same week.

(NOTE: This will vary with the restaurant.)

E. Use seasonal foods.

EXAMPLE: Fresh peaches for peach shortcake.

F. Use traditional foods.

G. Strive for a pleasing combination of flavors, textures, colors, shape, and temperatures on the menu.

HOST/HOSTESS

ASSIGNMENT SHEET 10--CORRECT A MENU

Directions: Read each of the menus listed below and state what is wrong with each one.

A. Menu 1

Roast Beef w/Espagnole Sauce
Au Gratin Potatoes Broccoli w/Cheese Sauce
Hot Vienna Bread Potato Salad
Cheese Cake

B. Menu 2

Baked Dover Sole w/Drawn Butter
Mashed Potatoes Buttered Cauliflower
Cottage Cheese w/Pears
Fresh French Bread
Angel Food Cake w/Lemon Sauce

C. Menu 3

Southern Fried Chicken
Potatoes O'Brien Fresh Fried Squash
Tossed Salad w/Choice of Dressing
Squaw Bread
Fresh Pecan Pie

HOST/HOSTESS

ASSIGNMENT SHEET 11--WRITE SAMPLE MENUS

Directions: Using the information sheet as a guide, write the following sample menus. Make sure the menus are nutritionally adequate.

A. Write a breakfast menu which includes one entreé, one meat, two beverages, and a bread.

B. Write a lunch menu which includes one entreé, two vegetables, salad, bread, beverage, and dessert.

C. Write a dinner menu which includes one appetizer, one entreé, salad, two vegetables, bread, beverage, and dessert.

D. Write a menu for a moderately priced banquet which includes appetizer, entreé, salad, vegetables, bread, beverage, and dessert.

ASSIGNMENT SHEET 12--PLANNING A PARTY

Directions: Plan a party for each situation given below. Include a drawing of the table arrangements, number of waiters and waitresses, number of tables, special equipment, and type of decorations to be used. Describe other information that should be considered in each situation.

A. A reservation is made for 60 people to attend a buffet type banquet. A guest speaker with four other individuals and their spouses will be seated together. The room is 40 feet by 100 feet. Tables are six feet in length and should seat four to the table. Entertainment will consist of stereo music and refreshments bar.

50

B. The Auxiliary Club is having a formal dinner for forty people and would like you to make all the arrangements. A guest speaker will show slides during the program. The seating arrangements, menu, decorations, and all preparations are your responsibility.

HOST/HOSTESS

INFORMATION SHEET 6--TABLE SERVICE

I. Types of service--The type of table service used is dependent upon the occasion, the menu, and the number of guests to be served.

A. American service

1. Method

a. Food is fully prepared and plated in the kitchen.

b. The waiter/waitress serves the plates to customers from a tray.

2. Advantages

a. The most rapid type of service.

b. Less equipment is required.

c. Fewer personnel are needed.

3. Disadvantages

a. Less personal service.

b. Less control of the quality of the service.

B. French service

1. Method

a. Food is partially prepared in the kitchen and is brought to the table on carts.

b. The waiter/waitress completes preparation of food at the table, and transfers food to the customer's plate.

(NOTE: Some restaurants use French service in combination with other types, as when salads and desserts are prepared on a cart at the table.)

2. Advantages

a. An elegant service with an excellent opportunity for creativity in preparing and serving foods.

EXAMPLE: Flaming desserts.

b. Gives personal attention to the customer.

3. Disadvantages

a. Very expensive because it requires two waiters to serve a table.

b. Slow service.

c. Carts take up space in the dining room.

C. English service

1. Method

a. Platters of food are brought to the host of a group of diners.

b. The host carves, places food on the plates, and serves the other customers.

c. A waiter stands by to assist the host.

2. The advantage is that it gives a home-like quality to the service.

3. Disadvantages

a. Slow service.

b. Requires a skillful host.

D. Russian service

1. Method

a. The food is fully prepared in the kitchen, and brought to the table on serving platters or silver trays.

b. The waiter transfers the food to the customer's plate.

2. Advantages

a. Less expensive than other types of table service.

(1) Requires only one waiter.

(2) Requires no special equipment.

b. Fast service.

c. Assures equal portions, because food is precut in the kitchen.

3. Disadvantages

a. Requires a large number of silver trays and platters.

b. If guests order different dishes, waiters must carry many silver trays to the table from the kitchen.

E. Buffet service

1. Method

a. Platters of food, dishes, and silverware are arranged on a large table.

b. Customers serve themselves.

2. Advantages

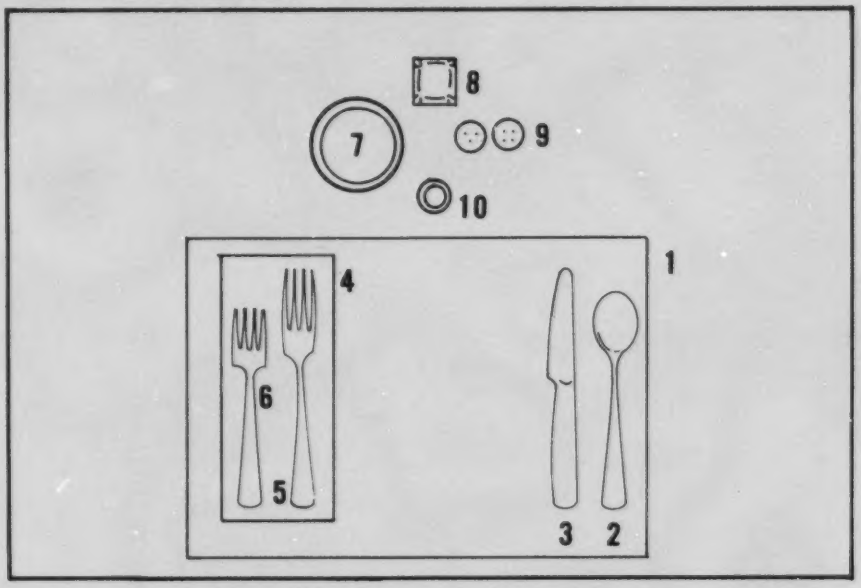
a. Many people prefer self-service.

b. Provides an opportunity for a creative display of food.

c. A few waiters/waitresses can serve many people.

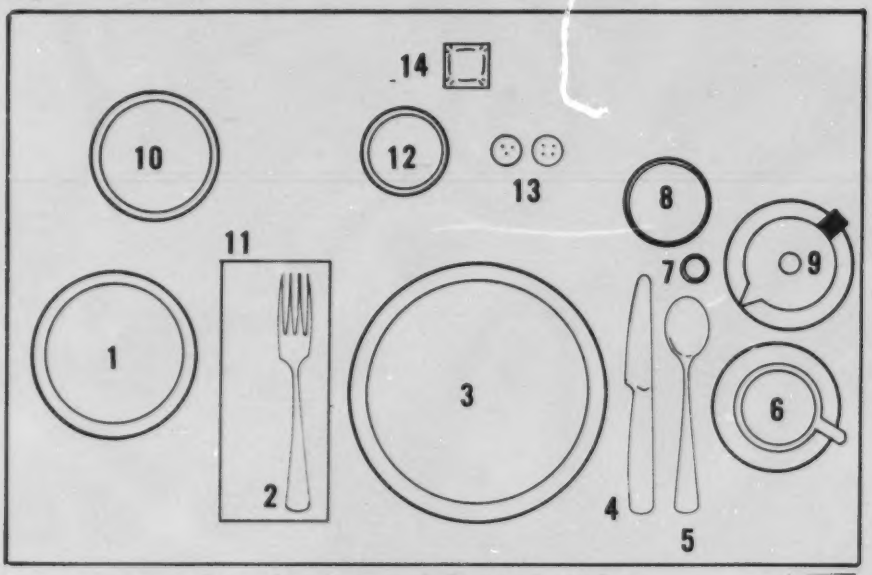
3. Disadvantages
   a. Less individual attention.
   b. Less control of the quanity of food taken by the customer.

II. Basic restaurant cover



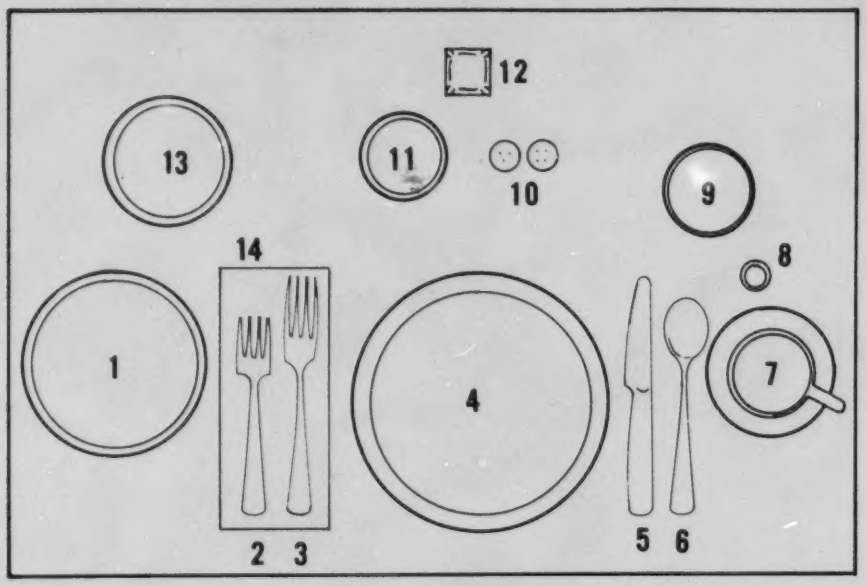
1. Place Mat
2. Teaspoon
3. Dinner Knife
4. Napkin
5. Dinner Fork
6. Salad Fork
7. Sugar Bowl or Rack
8. Ashtray
9. Salt and Pepper
10. Cream Pitcher

III. Setting the table



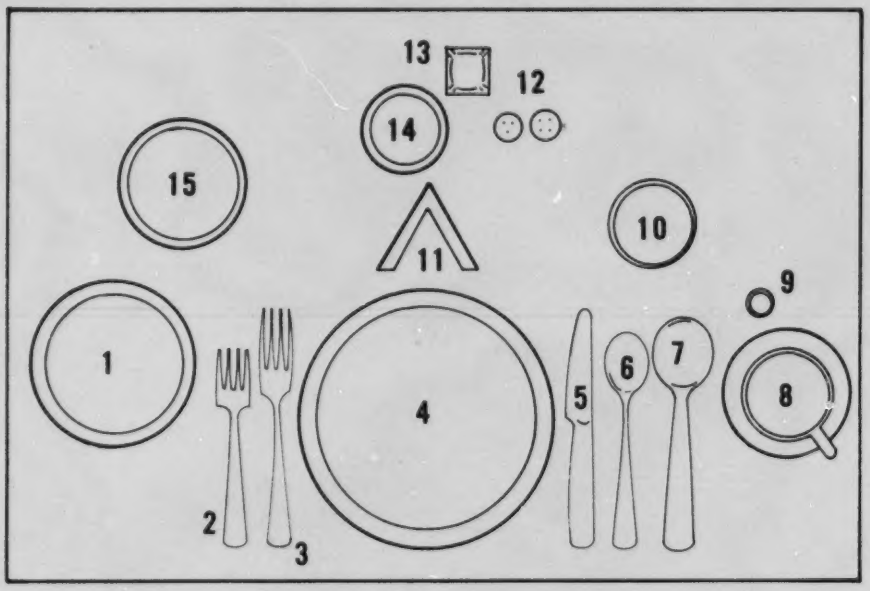
Standard Breakfast Setting

1. Plate of Toast
2. Dinner Fork
3. Breakfast Plate
4. Knife
5. Teaspoon
6. Cup and Saucer
7. Creamer
8. Water Glass
9. Coffee Pot on Underliner
10. Bread and Butter Plate
11. Napkin
12. Sugar Bowl
13. Salt and Pepper Shaker
14. Ashtray



Standard Luncheon Setting

1. Salad Plate
2. Salad Fork
3. Dinner Fork
4. Dinner Plate
5. Dinner Knife
6. Teaspoon
7. Cup and Saucer
8. Creamer
9. Water Glass
10. Salt and Pepper
11. Sugar Bowl
12. Ashtray
13. Bread and Butter Plate
14. Napkin



Standard Dinner Setting

1. Salad Plate
2. Salad Fork
3. Dinner Fork
4. Dinner Plate
5. Dinner Knife
6. Teaspoon
7. Soup Spoon
8. Cup and Saucer
9. Creamer
10. Water Glass
11. Napkin (Tent Fold)
12. Salt and Pepper
13. Ashtray
14. Sugar Bowl
15. Bread and Butter Plate

HOST/HOSTESS

ASSIGNMENT SHEET 13--COMPARE TABLE SERVICE

A. Explain in detail the type or types of table service used at the training station.

B. Make a chart, using the reference material as a guide, showing the order of service used at the training station for serving breakfast, lunch, and dinner.

HOST/HOSTESS

INFORMATION SHEET 7--THE CASH REGISTER

I. Types of cash registers

A. Conventional registers have a printed ledger sheet for accounting and a customer receipt.

B. Electronic registers have made accounting more accurate and easier.

II. Operation of the cash register

A. Detailed instructions on how to operate the training station's cash register are given by the management.

B. The cash register is an expensive and delicate machine, so handle it carefully.

EXAMPLE: The cost of a National Cash Register is around $4,500.

C. Most cash registers have several types of keys.

1. Numerical keys for registering the amount.

2. Lettered keys, which often record the person operating the register and the kind of purchase.

3. Special keys for registering cash received, cash paid out, no sales, and voids.

D. Each sale is printed on a roll of paper called the detail or audit tape.

E. The detail tape permits an accurate reading of the amount at the end of the day minus the amount of the reading at the beginning of the day or shift.

F. Some cash registers will print a receipt for the customer, with the amount of the purchase, change returned, and date included.

G. The cash register has a cash drawer for money and may also be connected to an automatic change maker.

1. An amount of change up to $1 can be made.

2. Keys are pressed to release the exact amount of change.

3. The change travels to a metal cup for the customer to remove.

4. The cashier must keep the change maker filled.

H. Host/hostesses usually have to account for sales and voids.

I. The reading or proving at the end of the day must equal the cash in the drawer minus the amount of cash begun with, cash paid out, and charges.

III. Arranging the cash drawer

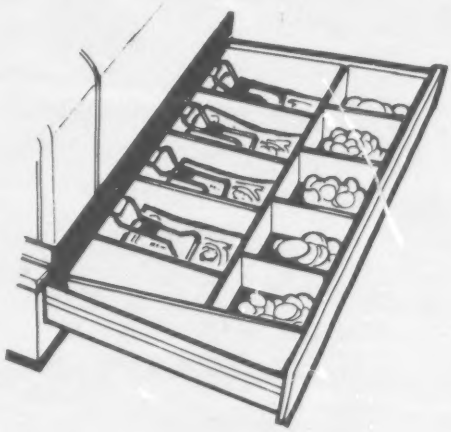
A. A cash drawer has two rows with sections for various denominations.

B. Personal checks are kept in the back row on the left hand side or under the cash drawer.

C. Cash drawers have divisions on the back row for bills.

D. All bills should be placed face up and facing the same direction.

E. In the front of the drawer are divisions for coins such as pennies, nickels, dimes, quarters, and half dollars.



F. No special division is usually made for silver dollars.

EXAMPLES:

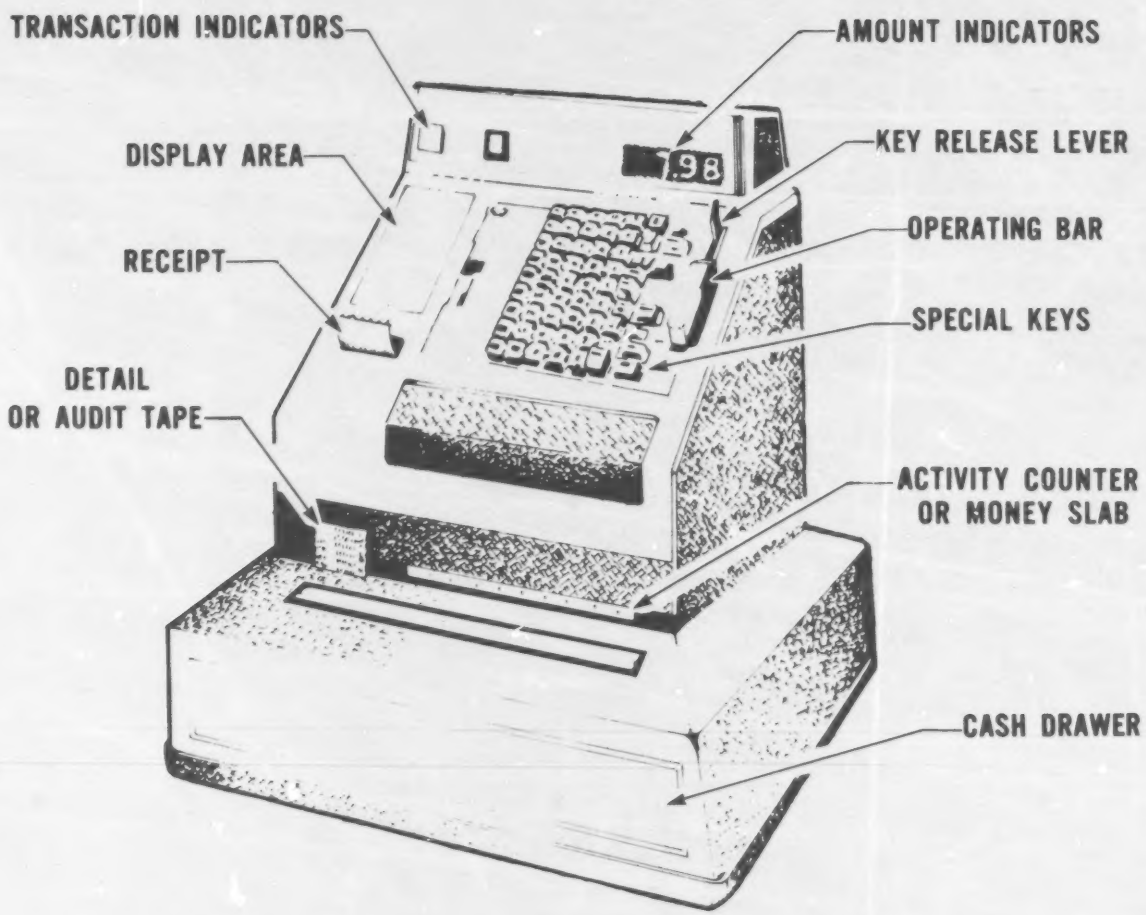
1.

50¢	$1C	$5	$1
25¢	10¢	5¢	1¢

2.

	$ 20	$10	$5	$1
50¢	25¢	10¢	5¢	1¢

IV. Parts of a cash register.

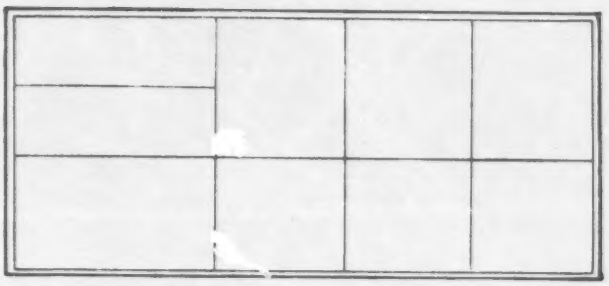


HOST/HOSTESS

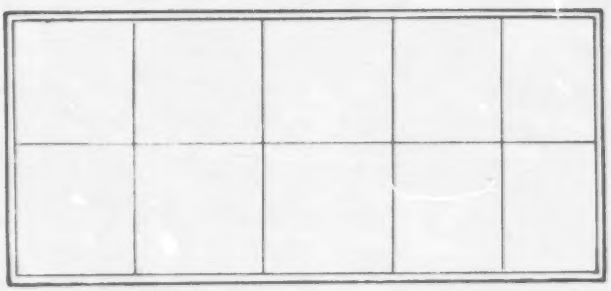
ASSIGNMENT SHEET 14--ARRANGING THE CASH DRAWER

Directions: On the cash drawers pictured below, label each separate space according to the denomination of the bills or coins kept in each. Also indicate where personal checks and larger bills are kept.

A.



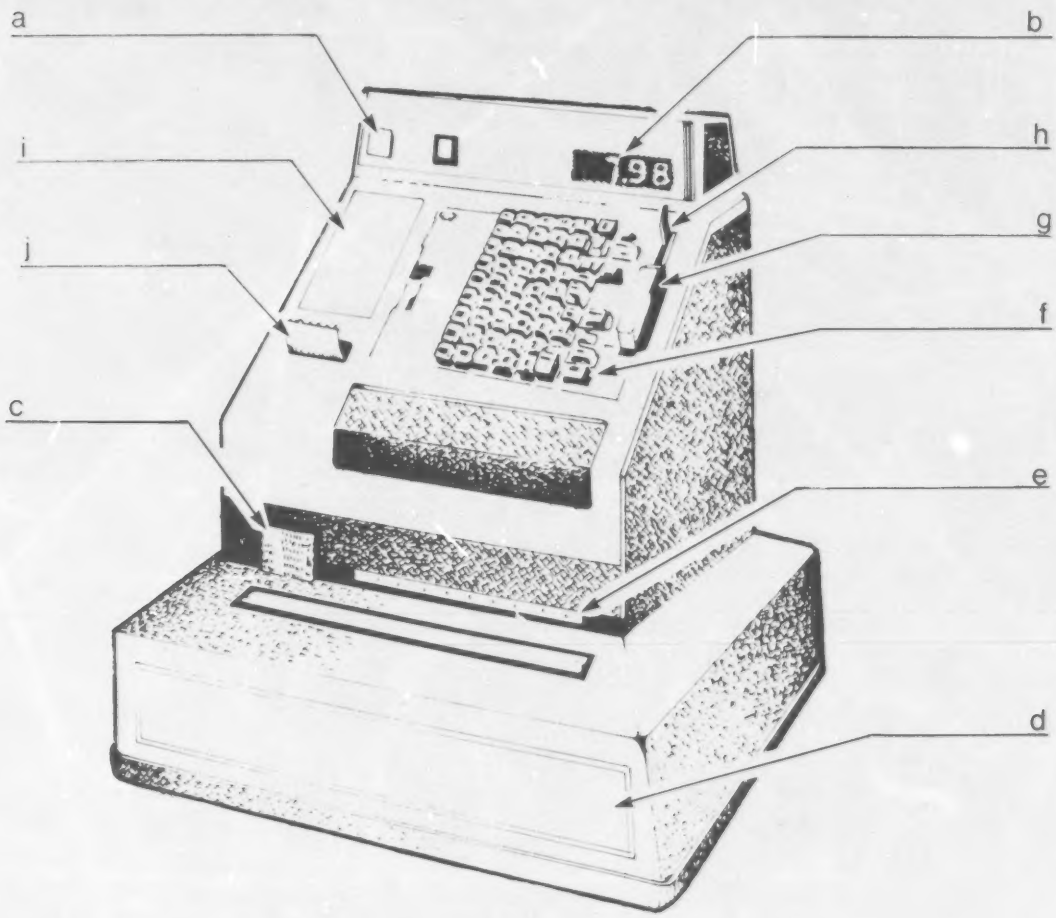
B.



HOST/HOSTESS

ASSIGNMENT SHEET 15--IDENTIFYING THE PARTS OF A CASH REGISTER

Directions: Label the parts of the cash register shown below by writing the name of each by the correct letter.



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

HOST/HOSTESS

ASSIGNMENT SHEET 16--OPERATION OF THE CASH REGISTER

Directions: Fill in the blanks with the correct word or words.

A. 1. An employee can usually get detailed instructions from the _____ on how to operate the cash register.

2. The cash register is an _____ and _____ machine and should be handled with care.

3. Most registers have _____ keys, _____ keys, and _____ keys to complete a purchase.

4. The _____ permits an accurate reading at the end of the day or shift, minus the reading at the beginning of the day or shift.

5. Some registers will print a receipt with _____, _____, and _____.

6. Voids (over-ring, under-ring) and sales usually have to be accounted for by _____.

7. The automatic change maker will deliver amounts of change up to _____.

8. It is the job of the _____ to keep the automatic change maker filled.

B. 1. What problem could arise if a host/hostess is not alert when using the automatic change maker?

2. How should bills be returned to the customer?

3. How should bills be placed in cash register?

HOST/HOSTESS

ASSIGNMENT SHEET 17--BALANCING THE CASH REGISTER

Directions: After reading the instructions and looking over the example balance sheet below, complete the balance sheet on the following page.

The cash register has $130.00 in it, and there should be $55.00 worth of totaled customer tickets. Count all the cash on hand and record the amount. Total all the tickets or read the sales tape on the cash register and then subtract the amount of sales from the cash on hand. Compare this difference of the two amounts with the amount of cash that was in the register before any sales were received. If the two amounts are the same, the register balances.

Example:

Original change bank = $ 75.00
Total cash on hand after sales = $130.00

Coins

Half-dollars	$15.50	Ones	$28.00
Quarters	19.00	Fives	25.00
Dimes	8.30	Tens	10.00
Nickels	3.50	Twenties	20.00
Pennies	.70		
	$47.00		$83.00 = $130.00

Total cash on hand	$130.00
Change bank	- 75.00
	$ 55.00

Total customer sales = $ 55.00

Double Check

Change bank	$75.00
Total customer sales	+55.00
	$130.00

Balance Sheet

Original change bank $ 75.00
Total cash on hand after sales _____ (a)

Coins		Bills	
Half-dollars	$12.50	Ones	$21.00
Quarters	7.25	Fives	10.00
Dimes	3.60	Tens	20.00
Nickels	2.95	Twenties	60.00
Pennies	.23		
	$_____ (b)	+	$_____ (c)
		=	_____ (d)

Total cash on hand $_____(e)

Change bank $ 75.00

Total (cash sales) $_____(f)

Total customer sales $_____(g)

Double Check

Change bank 75.00

Total customer sales + $_____(h)

$_____(i)

HOST/HOSTESS

INFORMATION SHEET 8--RECEIVING CASH PAYMENTS AND GIVING CHANGE

I. The change bank

A. Each morning a supply of change for use during the day must be placed in the cash drawer. This supply of money is called a "change bank."

(NOTE: Usually the manager will give you the change bank for the day.)

B. Putting a change bank in the register.

1. Record a "No Sale" on the cash register to open the drawer.

2. Count the coins, one denomination at a time, putting them in their proper compartment.

3. List the total of each denomination on a slip of paper.

4. Then count the paper money (currency) and list it.

5. Total the figures to make sure the amount of change is correct.

6. At the close of the day, a similiar procedure is followed in accounting cash sales for the day.

7. The totals are listed on the Daily Balance Slip.

II. Sales tax is added to the total bill in most food service operations.

A. Sales tax is a certain percent of the total bill.

B. A printed sales tax chart is used to show the amount of tax to collect. (See chart in Activity 20.)

C. Find the amount of tax to charge.

1. Total the customer's bill.

2. Find this amount on the tax chart.

3. The amount of tax to charge is in the right column next to the amount of the bill.

III. Making change

A. Give the customer an appropriate greeting.

B. Look over the restaurant check for errors.

C. Look at the customer and state the amount of the purchase. State the amount received from the customer and the amount of the purchase.

1. Keep customer's money in plain view.

2. Call back both the total and the amount received.

EXAMPLE: "That will be fifteen dollars and forty-eight cents out of twenty dollars."

B	3.50	MEAT
B	3.50	MEAT
B	1.25	SALD
B	1.25	SALD
B	.40	VEGT
B	.40	VEGT
B	.40	VEGT
A	.35	ROLL
A	.50	FRUT
A	.50	FRUT
C	.60	TEA
C	.60	TEA
C	.75	PIE
C	.75	PIE
	14.75	TOT
	.73	TAX
	15.48	SERV
	THANK YOU	

D. Place the restaurant check to one side of the cash drawer.

E. Record the amount of the check on the cash register.

F. Place the customer's money on the money slab above the cash drawer.

(NOTE: This will allow the customer and the host/hostess to see the denomination on the bill until change is made.)

G. Count change carefully.

1. Make change with the fewest pieces of money possible. This will help speed service to customers and lessen chances for error by using fewer coins.

EXAMPLE: Use a dime instead of 2 nickels, a quarter instead of 2 dimes and a nickel, and a half-dollar instead of 2 quarters.

2. Count change back to the customer aloud, beginning with the amount of the bill.

EXAMPLE: "That will be two thirty-five out of five. Two thirty-five, two forty, two fifty, two seventy-five, three dollars, four dollars, and five. Thank you."

3. If the cash register is one that automatically figures the change, count up to the amount showing.

EXAMPLE: "Your change is one dollar and twenty-two cents. One dollar, one dollar and ten cents, twenty, twenty-one, twenty-two."

4. In counting money, be sure to mention each dollar denomination. This will prevent skipping a dollar.

EXAMPLE: Incorrectly done: "That was $3.78 out of $5--78, 79, 80, 90, 3, 4, 5."

Correctly done: "That was $3.78 out of $5--Three 78, Three 79, Three 80, Three 90, Four dollars, Five dollars."

5. A customer, whose total is a few cents over an even amount, may give you the odd pennies in addition to the money for which you must make change.

EXAMPLE: The customer buys an item costing $1.26 and gives you two $1 bills and one penny in payment. Cancel out the odd penny when counting the change from the cash drawer. "$1.25 out of $2.01--$1.26 and 25 is $1.51 and 50 is $2.01--$1.25 and 25 is $1.50 and 50 is $2."

Then when counting back to the customer, follow the usual rule, starting with the amount the customer gave you: "$1.26 out of $2.01--$1.26 and 25 is $1.51 and 50 is $2.01."

6. Use the automatic change maker, if available.

a. Press the keys for the correct change.

b. Repeat the amount to the customer.

c. Check the coin cup for the correct change by glancing into the cup.

(NOTE: It is easy to press incorrect keys, so always double check the cup.)

d. Count out the bills from the smallest to the largest.

H. Thank the customer.

I. Place the money the customer gave you in the proper compartment in the cash drawer.

J. Close the cash register drawer.

(CAUTION: Don't get your fingers caught in the drawer when closing it.)

K. File the customer's bill.

IV. In case you give out incorrect change.

A. If the customer questions the amount of change, be courteous.

B. Ask that all of the change be handed back to you and then begin counting all over again.

EXAMPLE: "I'm sorry! Please allow me to count the money back to you."

C. If you discover that the amount of change is wrong and you are sure that you have made an error, register a "NO SALE" on the cash register and make the necessary correction in the amount of change.

D. If you are not sure who is right, have the cash drawer checked by an authorized person. If possible, this should be done in the customer's presence.

E. Never argue with the customer.

F. If the customer wants to argue, let someone in authority handle the situation.

V. Safequards in handling money.

A. Do not run out of change.

(NOTE: When you need change buy it from the manager with larger bills from the register.

B. If you leave your register, lock it.

C. Never make change from your own pocket.

D. If you should over-ring or under-ring on the cash register, correct the error by re-ringing the customer's bill correctly and then "void" the incorrect cash register receipt.

E. You are responsible for the money you handle so handle it correctly and carefully at all times.

HOST/HOSTESS

ASSIGNMENT SHEET 18--COUNTING CHANGE

Directions: Use the fewest number of coins and bills to record the correct amount of change for each sale listed.

Example:

Sales No.	Amount of Sale	Amount Received	Coins					Bills	
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
	$ 1.98	$ 5.00	2					3		

Sales	Amount of Sale	Amount Received	Coins					Bills	
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
A.	$ 9.15	$20.15								
B.	24.95	50.00								
C.	12.40	15.00								
D.	32.41	40.00								
E.	15.25	20.25								
F.	27.80	30.00								
G.	8.12	10.00								
H.	13.07	20.00								
I.	18.21	20.00								
J.	14.67	20.00								

HOST/HOSTESS

ASSIGNMENT SHEET 19--ROLE-PLAYING MAKING CHANGE

Directions: Use play money or monopoly money to act out each of the situations given below. Role-play any other situations with which you have had problems. Ask for class help in solutions.

Situation A

The student is to take the customer's check totaling $18.31. The customer gives the host/hostess a $20 bill. The host/hostess returns the correct change by following the proper procedures listed on Information Sheet 8.

Situation B

The student is to take the customer's check totaling $25.60. The customer gives the host/hostess a $50 bill. The host/hostess returns the correct change by following the proper procedure.

Situation C

The student is to take the customer's check totaling $32.90. The customer also requests the purchase of 2 candy mints at 5¢ each and a package of gum at 16¢. The customer gives the host/hostess $40. The host/hostess returns the correct change by following the proper procedure.

HOST/HOSTESS

ASSIGNMENT SHEET 20--ADDING SALES TAX

A. Mrs. Jones bought 1 piece of pecan pie (75¢) a combination salad ($1.29), and a cup of coffee (25¢). How much is her bill before tax? How much tax should she be charged? What is her total bill? (Use the Sales Tax sheet included on the next page.)

B. Mr. Smith had salad (58¢), roast and gravy ($2.00), macaroni and cheese (53¢), beets (27¢), pie (60¢) and coffee (25¢). Subtotal the bill, add the correct amount of sales tax, and total the bill.

C. How much sales tax should be charged on the following amounts?

1. $1.68_____
2. .59_____
3. 5.49_____
4. 8.02_____
5. 1.50_____

Use the Sales Tax chart in figuring the sales tax.

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
.10 thru .29	.01	12.70 " 12.89	.64	25.30 " 25.49	1.27
.30 " .49	.02	12.90 " 13.09	.65	25.50 " 25.69	1.28
.50 " .69	.03	13.10 " 13.29	.66	25.70 " 25.89	1.29
.70 " .89	.04	13.30 " 13.49	.67	25.90 " 26.09	1.30
.90 " 1.09	.05	13.50 " 13.69	.68	26.10 " 26.29	1.31
1.10 " 1.29	.06	13.70 " 13.89	.69	26.30 " 26.49	1.32
1.30 " 1.49	.07	13.90 " 14.09	.70	26.50 " 26.69	1.33
1.50 " 1.69	.08	14.10 " 14.29	.71	26.70 " 26.89	1.34
1.70 " 1.89	.09	14.30 " 14.49	.72	26.90 " 27.09	1.35
1.90 " 2.09	.10	14.50 " 14.69	.73	27.10 " 27.29	1.36
2.10 " 2.29	.11	14.70 " 14.89	.74	27.30 " 27.49	1.37
2.30 " 2.49	.12	14.90 " 15.09	.75	27.50 " 27.69	1.38
2.50 " 2.69	.13	15.10 " 15.29	.76	27.70 " 27.89	1.39
2.70 " 2.89	.14	15.30 " 15.49	.77	27.90 " 28.09	1.40
2.90 " 3.09	.15	15.50 " 15.69	.78	28.10 " 28.29	1.41
3.10 " 3.29	.16	15.70 " 15.89	.79	28.30 " 28.49	1.42
3.30 " 3.49	.17	15.90 " 16.09	.80	28.50 " 28.69	1.43
3.50 " 3.69	.18	16.10 " 16.29	.81	28.70 " 28.89	1.44
3.70 " 3.89	.19	16.30 " 16.49	.82	28.90 " 29.09	1.45
3.90 " 4.09	.20	16.50 " 16.69	.83	29.10 " 29.29	1.46
4.10 " 4.29	.21	16.70 " 16.89	.84	29.30 " 29.49	1.47
4.30 " 4.49	.22	16.90 " 17.09	.85	29.50 " 29.69	1.48
4.50 " 4.69	.23	17.10 " 17.29	.86	29.70 " 29.89	1.49
4.70 " 4.89	.24	17.30 " 17.49	.87	29.90 " 30.09	1.50
4.90 " 5.09	.25	17.50 " 17.69	.88	30.10 " 30.29	1.51
5.10 " 5.29	.26	17.70 " 17.89	.89	30.30 " 30.49	1.52
5.30 " 5.49	.27	17.90 " 18.09	.90	30.50 " 30.69	1.53
5.50 " 5.69	.28	18.10 " 18.29	.91	30.70 " 30.89	1.54
5.70 " 5.89	.29	18.30 " 18.49	.92	30.90 " 31.09	1.55
5.90 " 6.09	.30	18.50 " 18.69	.93	31.10 " 31.29	1.56
6.10 " 6.29	.31	18.70 " 18.89	.94	31.30 " 31.49	1.57
6.30 " 6.49	.32	18.90 " 19.09	.95	31.50 " 31.69	1.58
6.50 " 6.69	.33	19.10 " 19.29	.96	31.70 " 31.89	1.59
6.70 " 6.89	.34	19.30 " 19.49	.97	31.90 " 32.09	1.60
6.90 " 7.09	.35	19.50 " 19.69	.98	32.10 " 32.29	1.61
7.10 " 7.29	.36	19.70 " 19.89	.99	32.30 " 32.49	1.62
7.30 " 7.49	.37	19.90 " 20.09	1.00	32.50 " 32.69	1.63
7.50 " 7.69	.38	20.10 " 20.29	1.01	32.70 " 32.89	1.64
7.70 " 7.89	.39	20.30 " 20.49	1.02	32.90 " 33.09	1.65
7.90 " 8.09	.40	20.50 " 20.69	1.03	33.10 " 33.29	1.66
8.10 " 8.29	.41	20.70 " 20.89	1.04	33.30 " 33.49	1.67
8.30 " 8.49	.42	20.90 " 21.09	1.05	33.50 " 33.69	1.68
8.50 " 8.69	.43	21.10 " 21.29	1.06	33.70 " 33.89	1.69
8.70 " 8.89	.44	21.30 " 21.49	1.07	33.90 " 34.09	1.70
8.90 " 9.09	.45	21.50 " 21.69	1.08	34.10 " 34.29	1.71
9.10 " 9.29	.46	21.70 " 21.89	1.09	34.30 " 34.49	1.72
9.30 " 9.49	.47	21.90 " 22.09	1.10	34.50 " 34.69	1.73
9.50 " 9.69	.48	22.10 " 22.29	1.11	34.70 " 34.89	1.74
9.70 " 9.89	.49	22.30 " 22.49	1.12	34.90 " 35.09	1.75
9.90 " 10.09	.50	22.50 " 22.69	1.13	35.10 " 35.29	1.76
10.10 " 10.29	.51	22.70 " 22.89	1.14	35.30 " 35.49	1.77
10.30 " 10.49	.52	22.90 " 23.09	1.15	35.50 " 35.69	1.78
10.50 " 10.69	.53	23.10 " 23.29	1.16	35.70 " 35.89	1.79
10.70 " 10.89	.54	23.30 " 23.49	1.17	35.90 " 36.09	1.80
10.90 " 11.09	.55	23.50 " 23.69	1.18	36.10 " 36.29	1.81
11.10 " 11.29	.56	23.70 " 23.89	1.19	36.30 " 36.49	1.82
11.30 " 11.49	.57	23.90 " 24.09	1.20	36.50 " 36.69	1.83
11.50 " 11.69	.58	24.10 " 24.29	1.21	36.70 " 36.89	1.84
11.70 " 11.89	.59	24.30 " 24.49	1.22	36.90 " 37.09	1.85
11.90 " 12.09	.60	24.50 " 24.69	1.23	37.10 " 37.29	1.86
12.10 " 12.29	.61	24.70 " 24.89	1.24	37.30 " 37.49	1.87
12.30 " 12.49	.62	24.90 " 25.09	1.25	37.50 " 37.69	1.88
12.50 " 12.69	.63	25.10 " 25.29	1.26	37.70 " 37.89	1.89

BANKER'S SYSTEMS INC., BOX 1487, ST. CLOUD, MINN. 56301

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
37.90 " 38.09	1.90	48.70 " 48.89	2.44	59.50 " 59.69	2.98
38.10 " 38.29	1.91	48.90 " 49.09	2.45	59.70 " 59.89	2.99
38.30 " 38.49	1.92	49.10 " 49.29	2.46	59.90 " 60.09	3.00
38.50 " 38.69	1.93	49.30 " 49.49	2.47	60.10 " 60.29	3.01
38.70 " 38.89	1.94	49.50 " 49.69	2.48	60.30 " 60.49	3.02
38.90 " 39.09	1.95	49.70 " 49.89	2.49	60.50 " 60.69	3.03
39.10 " 39.29	1.96	49.90 " 50.09	2.50	60.70 " 60.89	3.04
39.30 " 39.49	1.97	50.10 " 50.29	2.51	60.90 " 61.09	3.05
39.50 " 39.69	1.98	50.30 " 50.49	2.52	61.10 " 61.29	3.06
39.70 " 39.89	1.99	50.50 " 50.69	2.53	61.30 " 61.49	3.07
39.90 " 40.09	2.00	50.70 " 50.89	2.54	61.50 " 61.69	3.08
40.10 " 40.29	2.01	50.90 " 51.09	2.55	61.70 " 61.89	3.09
40.30 " 40.49	2.02	51.10 " 51.29	2.56	61.90 " 62.09	3.10
40.50 " 40.69	2.03	51.30 " 51.49	2.57	62.10 " 62.29	3.11
40.70 " 40.89	2.04	51.50 " 51.69	2.58	62.30 " 62.49	3.12
40.90 " 41.09	2.05	51.70 " 51.89	2.59	62.50 " 62.69	3.13
41.10 " 41.29	2.06	51.90 " 52.09	2.60	62.70 " 62.89	3.14
41.30 " 41.49	2.07	52.10 " 52.29	2.61	62.90 " 63.09	3.15
41.50 " 41.69	2.08	52.30 " 52.49	2.62	63.10 " 63.29	3.16
41.70 " 41.89	2.09	52.50 " 52.69	2.63	63.30 " 63.49	3.17
41.90 " 42.09	2.10	52.70 " 52.89	2.64	63.50 " 63.69	3.18
42.10 " 42.29	2.11	52.90 " 53.09	2.65	63.70 " 63.89	3.19
42.30 " 42.49	2.12	53.10 " 53.29	2.66	63.90 " 64.09	3.20
42.50 " 42.69	2.13	53.30 " 53.49	2.67	64.10 " 64.29	3.21
42.70 " 42.89	2.14	53.50 " 53.69	2.68	64.30 " 64.49	3.22
42.90 " 43.09	2.15	53.70 " 53.89	2.69	64.50 " 64.69	3.23
43.10 " 43.29	2.16	53.90 " 54.09	2.70	64.70 " 64.89	3.24
43.30 " 43.49	2.17	54.10 " 54.29	2.71	64.90 " 65.09	3.25
43.50 " 43.69	2.18	54.30 " 54.49	2.72	65.10 " 65.29	3.26
43.70 " 43.89	2.19	54.50 " 54.69	2.73	65.30 " 65.49	3.27
43.90 " 44.09	2.20	54.70 " 54.89	2.74	65.50 " 65.69	3.28
44.10 " 44.29	2.21	54.90 " 55.09	2.75	65.70 " 65.89	3.29
44.30 " 44.49	2.22	55.10 " 55.29	2.76	65.90 " 66.09	3.30
44.50 " 44.69	2.23	55.30 " 55.49	2.77	66.10 " 66.29	3.31
44.70 " 44.89	2.24	55.50 " 55.69	2.78	66.30 " 66.49	3.32
44.90 " 45.09	2.25	55.70 " 55.89	2.79	66.50 " 66.69	3.33
45.10 " 45.29	2.26	55.90 " 56.09	2.80	66.70 " 66.89	3.34
45.30 " 45.49	2.27	56.10 " 56.29	2.81	66.90 " 67.09	3.35
45.50 " 45.69	2.28	56.30 " 56.49	2.82	67.10 " 67.29	3.36
45.70 " 45.89	2.29	56.50 " 56.69	2.83	67.30 " 67.49	3.37
45.90 " 46.09	2.30	56.70 " 56.89	2.84	67.50 " 67.69	3.38
46.10 " 46.29	2.31	56.90 " 57.09	2.85	67.70 " 67.89	3.39
46.30 " 46.49	2.32	57.10 " 57.29	2.86	67.90 " 68.09	3.40
46.50 " 46.69	2.33	57.30 " 57.49	2.87	68.10 " 68.29	3.41
46.70 " 46.89	2.34	57.50 " 57.69	2.88	68.30 " 68.49	3.42
46.90 " 47.09	2.35	57.70 " 57.89	2.89	68.50 " 68.69	3.43
47.10 " 47.29	2.36	57.90 " 58.09	2.90	68.70 " 68.89	3.44
47.30 " 47.49	2.37	58.10 " 58.29	2.91	68.90 " 69.09	3.45
47.50 " 47.69	2.38	58.30 " 58.49	2.92	69.10 " 69.29	3.46
47.70 " 47.89	2.39	58.50 " 58.69	2.93	69.30 " 69.49	3.47
47.90 " 48.09	2.40	58.70 " 58.89	2.94	69.50 " 69.69	3.48
48.10 " 48.29	2.41	58.90 " 59.09	2.95	69.70 " 69.89	3.49
48.30 " 48.49	2.42	59.10 " 59.29	2.96	69.90 " 70.09	3.50
48.50 " 48.69	2.43	59.30 " 59.49	2.97	70.10 " 70.29	3.51

Texas 5% Combined Tax Chart
4% State — 1% Local

80.00	— 4.00
90.00	— 4.50
100.00	— 5.00

HOST/HOSTESS

ASSIGNMENT SHEET 21--TOTALING THE BILL AND RECEIVING PAYMENT

Directions: Use play money to act out each of the situations given below in class.

Situation A

The customer hands you the following bill. Find the total amount of the bill (Use the Sales Tax Sheet included on Assignment Sheet 20.) The customer gives you a personal check for the correct amount. What do you look for on the check? What do you ask for?

Plaza Restaurant	
Noon Special	$3.25
2 soft drinks	.50
Subtotal	_____
tax	_____
Total	_____

Situation B

Have a student present the following bill to you and a traveler's check in the amount of $20 for payment. What do you do? What do you say? What change will the customer receive?

Shady Inn Restaurant	
No. 5 Lunch	$2.38
1 soft drink	.30
1 iced tea	.20
Subtotal	_____
tax	_____
Total	_____

HOST/HOSTESS

INFORMATION SHEET 9--ACCEPTING CHECKS AND CREDIT CARD PAYMENTS

I. Handling credit cards

A. Accepting credit cards.

1. Not all places of business honor all credit cards.

2. Usually, acceptable credit cards are displayed on the door of the restaurant or at the cash register.

3. Find out from the manager which credit cards are acceptable.

B. Processing a charge slip.

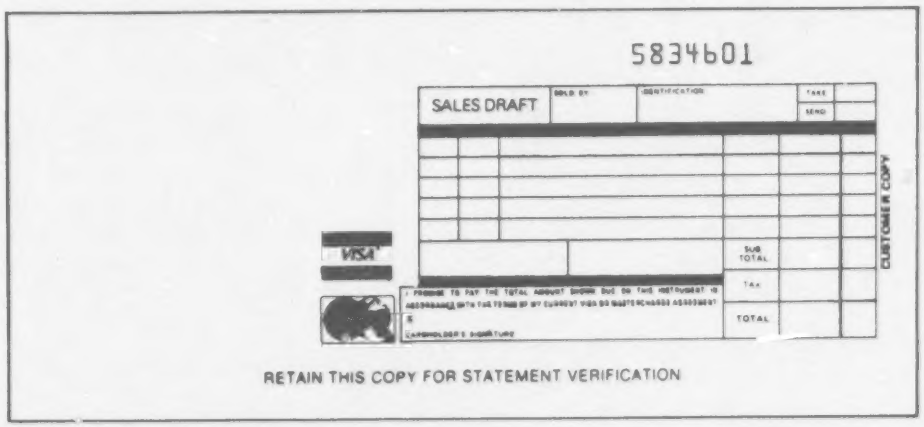
1. Ask the customer if a credit card will be used to pay the bill.

2. Determine if the credit card is one accepted by the restaurant.

3. Obtain the card from the customer.

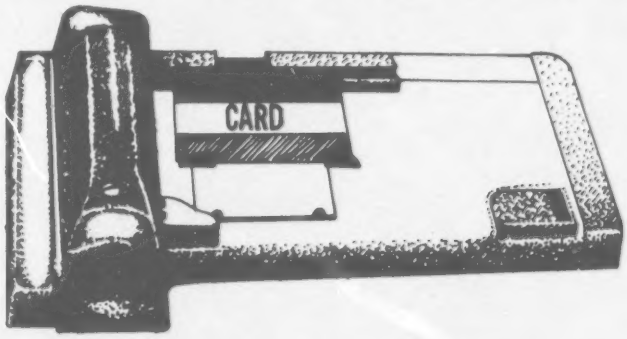
4. Check the expiration date on the credit card. If the card has expired, tell the customer that you are sorry, but you cannot accept the card with an expired date.

5. Write the date of sale or set the machine so that it will print the correct date on the charge slip.

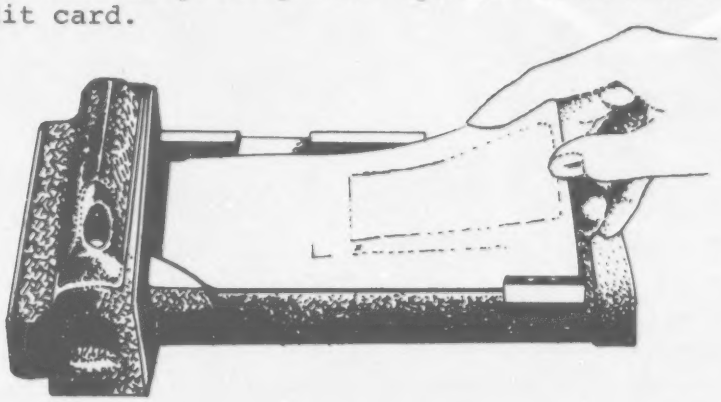


6. Neatly write a description of the sale and the amount charged, including the sales tax and total, in the correct place on the form.

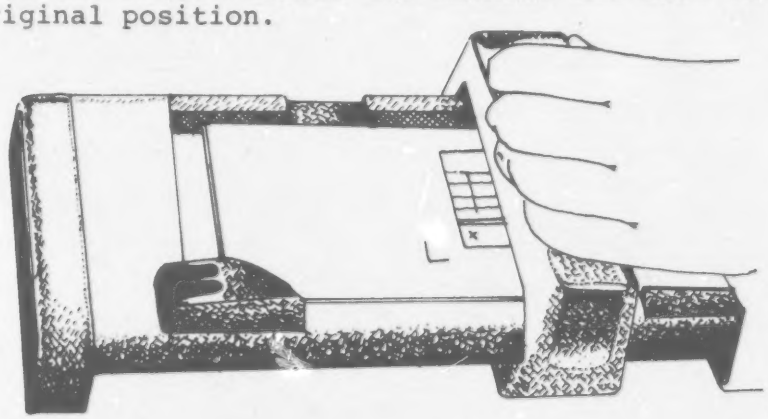
7. Place the customer's credit card face up in the machine.



8. Place the charge slip face up in the machine over the credit card.

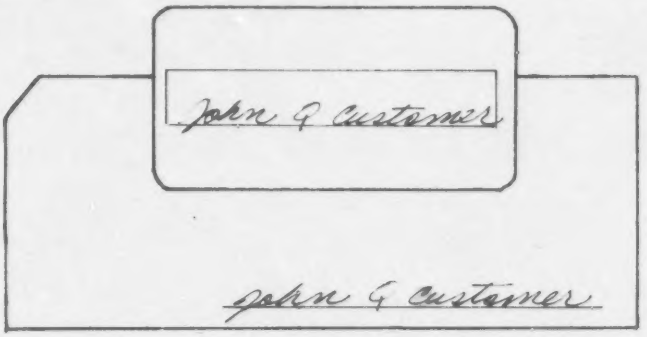


9. Move the handle across the machine and back to the original position.



10. Remove the slip and card from the machine.
11. Have the customer sign the slip.

12. Compare the signature against the credit card signature.



13. Return the credit card to the customer.
14. Give the customer the customer's copy of the charge slip.
15. Place the original and other copies in the cash drawer or any special file.
16. Thank the customer when the transaction is completed.

II. Cashing checks

A. Be familiar with company policy.

B. Checks should be written in ink.

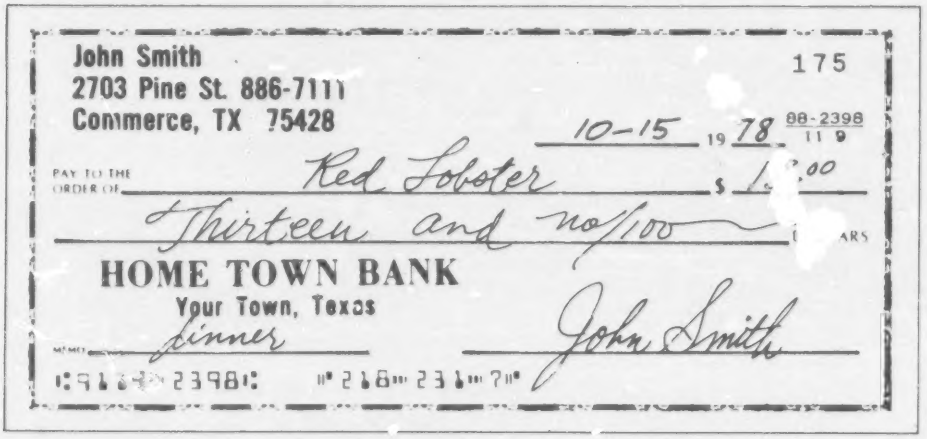
(NOTE: Do not accept checks written in pencil.)

C. Checks should be properly dated.

D. Address and phone number of person should appear on the check.

E. The amount of the check should be clearly written in numbers and words.

F. Have the customer initial any corrections that are made on the check.


John Smith
2703 Pine St. 886-7111
Commerce, TX 75428

175

10-15 19 78 88-2398 / 11 9

PAY TO THE ORDER OF Red Lobster $ 13.00

Thirteen and no/100 DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO Dinner

John Smith

⑈9118⑈ 2398⑆ ⑈218⑈ 231⑈ 7⑈

G. Follow the restaurant rules for getting checks approved.

1. Limits on the amount.
2. Out-of-town.
3. Two-party.
4. Company payroll.

H. Ask for proper identification courteously.

(NOTE: Some restaurants require more than one form of identification.)

I. Do not accept checks marked <u>For deposit only</u>.

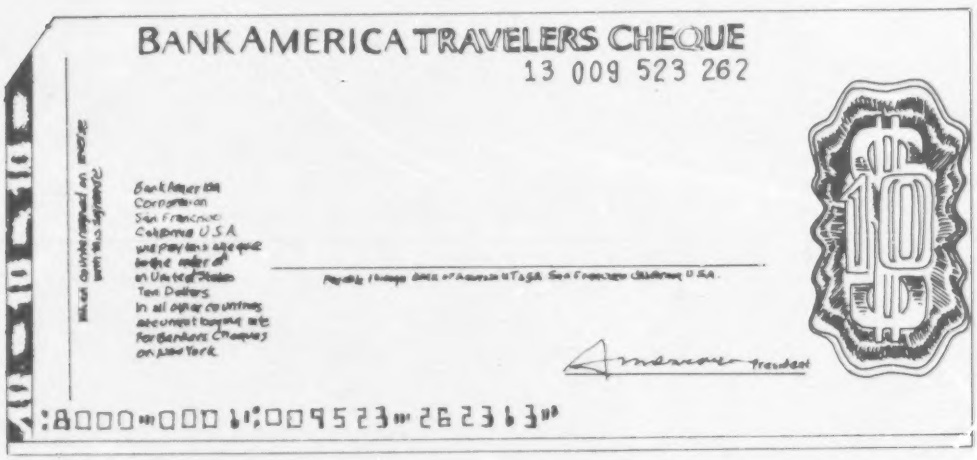
J. Do not accept a check without the account numbers on it or with altered account numbers.

K. Do not accept checks with the company name typed rather than printed on the front.

III. Traveler's checks

A. Have the customer sign the check in your presence.

B. Have the customer sign the check again if it has been signed without your seeing it.



C. Compare the customer's signature with the signature made at the time the check was purchased at the bank.

HOST/HOSTESS

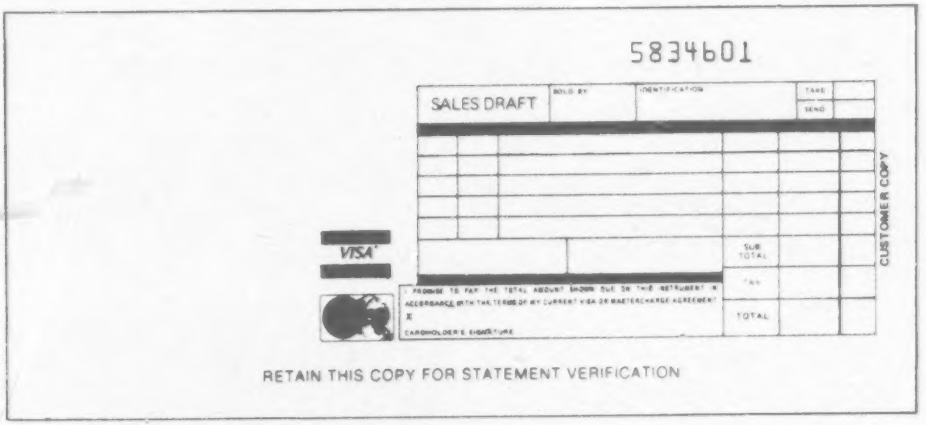
ASSIGNMENT SHEET 22--HANDLING CREDIT CARDS

A. Which credit cards are honored at the restaurant where you work?

B. Do you prepare a charge slip at work according to the procedure listed on the information sheet?_____

C. Explain how to use the credit card stamping machine.

D. A customer wants to charge his $4.50 dinner (.23 sales tax). Prepare the sales slip below. Handwriting should be neat and legible.

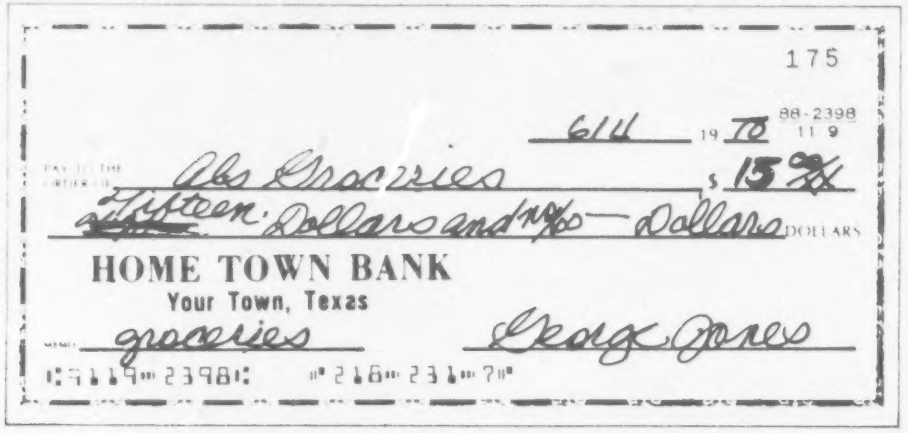


HOST/HOSTESS

ASSIGNMENT SHEET 23--CHECKS AND TRAVELER'S CHECKS

Directions: Look over each of the following checks. List the errors you would find if you had been given the checks on June 4, 1978.

A.



175

6/4 19 78 88-2398 / 11 9

PAY TO THE ORDER OF Abs Groceries $ 15 xx

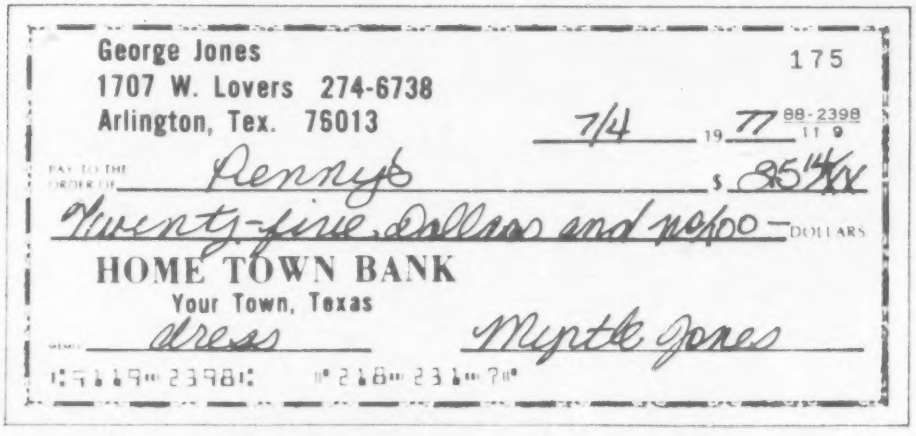
Fifteen Dollars and no/xx — DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO groceries George Jones

⑆119⑈2398⑆ ⑈218⑈231⑈7⑈

B.



George Jones
1707 W. Lovers 274-6738
Arlington, Tex. 76013

175

7/4 19 77 88-2398 / 11 9

PAY TO THE ORDER OF Penneys $ 85 14 xx

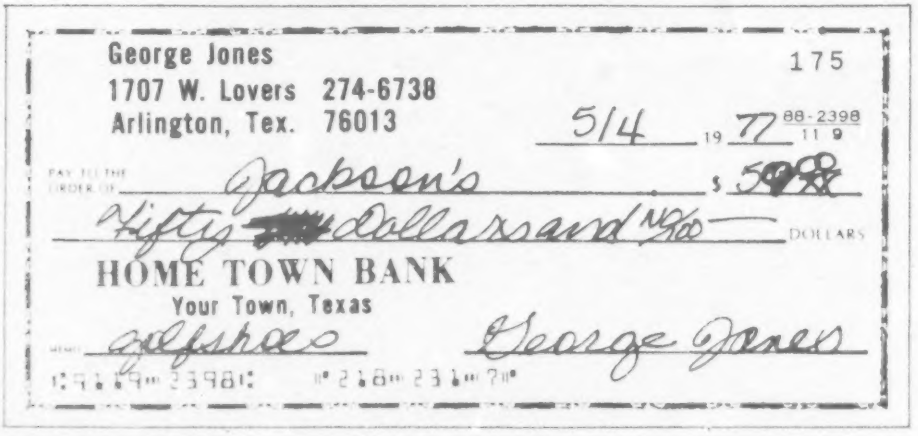
Twenty-five Dollars and no/00 — DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO dress Myrtle Jones

⑆119⑈2398⑆ ⑈218⑈231⑈7⑈

C.



George Jones
1707 W. Lovers 274-6738
Arlington, Tex. 76013

175

5/4 19 77 88-2398 / 11 9

PAY TO THE ORDER OF Jackson's $ 50 xx

Fifty Dollars and no/00 — DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO golfshoes George Jones

⑆119⑈2398⑆ ⑈218⑈231⑈7⑈

D. Traveler's Checks - List three steps a cashier should take when accepting a traveler's check.

1.

2.

3.

HOST/HOSTESS

ASSIGNMENT SHEET 24--THE TRAINING STATION'S POLICY ON CHECKS

Directions: Ask the manager about the restaurant's policy concerning the following:

A. Cashing checks without a purchase being made.

B. Cashing checks for money over the amount of purchase.

C. Identification required for cashing a check.

D. Store rules concerning limits on the amount a check may be written for and restaurant policies on out-of-town, government, and payroll checks.

E. Other policies:

HOST/HOSTESS

INFORMATION SHEET 10--GUARDING AGAINST THEFT

I. Counterfeit bills

A. Some businesses may hold the employee responsible for accepting counterfeit money.

B. There are ways of detecting counterfeit bills.

1. Hairlines on portraits may blend into the background.

2. Points around the colored seal may not be clear and sharp.

3. Crisscross lines on the border are often not clear and distinct.

4. Serial numbers may be out of line, poorly spaced, or printed too light or dark.

5. The color of a bill may be too light or dark.

6. Bills will often appear to be too clean, stiff, or thick.

7. Compare any unusual bill to another bill of the same denomination.

C. Pictures on different denominations.

1. $1--Washington

2. $2--Jefferson

3. $5--Lincoln

4. $10--Hamilton

5. $20--Jackson

6. $50--Grant

II. Shortchange artist

A. Cheats the host/hostess by using confusion or distraction.

B. Interrupts the host/hostess while making change and asks for change in a different denomination.

C. Rushes the host/hostess and also may want to purchase something from the display counter.

EXAMPLE: The host/hostess may be given a bill for payment after the change has been returned. The customer may then change a combination of bills and coins to a lesser amount and then ask for his bill to be returned as the lesser change is handed back to the host/hostess. During the exchange the host/hostess is cheated.

D. Ways to avoid the shortchange artist.

1. Ask a customer to wait and then finish the transaction to avoid being confused and distracted.

2. Do not argue with customers.

3. Have the customer's money in your hand before giving any change even if the customer asks for change several times.

4. Always call <u>out</u> <u>loud</u> the denomination of the bill the customer hands you.

5. Close the cash drawer and contact the supervisor if total confusion occurs.

III. Money manipulation

A. Split bills.

EXAMPLE: A $1 bill and a $10 bill may be separated by a special process and then the sides of the two bills interchanged. This would produce two bills, each having a ten side and a one side. The manipulator will then pass the two change bills which originally were worth $11 for $20 worth of merchandise.

Another method is to cut bills in half and attach the right half of a large bill to the left half of a small bill. The bills are then passed with a stack of the larger bills.

B. Marked bills

EXAMPLE: A person may buy something inexpensive with a $10 bill which is marked with an easily identified mark or a torn corner. The person receives the change and leaves. The partner then comes along, buys something inexpensive with a dollar bill, and then argues that it was a $10 bill given to the host/hostess. The manipulator proves it by identifying the mark or torn corner on the bill. The host/hostess looks into the cash drawer, finds the bill that meets the description, and gives the second manipulator $9 more in change.

C. Preventing money manipulation.

1. Examine both sides of a bill.

2. Look for unusual markings.

3. Casually or humorously let the person know you found a marking on the bill.

4. Do not place money in the cash drawer until the customer has indicated the correct amount of change was received.

5. Place any marked bill under the cash drawer tray.

IV. Robberies

A. Be quick to notice strange cars parked near the front or rear entrance of the business, especially if the motor is running.

B. Do what a robber says without arguing.

C. Remember the robber's description.

1. Age

2. Nationality

3. Height

4. Weight

5. Build
6. Sex
7. Complexion
8. Eyes and hair colors
9. Clothing
10. Voice
    a. Low
    b. High
    c. Lisp
    d. Accent
11. Tattoos
12. Scars
13. Limp
14. Type of weapon

D. Get the license number and make of the car.

HOST/HOSTESS

ASSIGNMENT SHEET 25--DEALING WITH COUNTERFEIT BILLS, SHORTCHANGE ARTISTS, MONEY MANIPULATORS, AND ROBBERS

Directions: Answer each of the following questions in the space provided. Ask an experienced host/hostess or manager for additional information.

A. A customer gives you a $10 bill for payment. What are four things a host/hostess can look for to determine if it is counterfeit?

B. Name the person whose picture will be found on the following bills.

1. $1
2. $2
3. $5
4. $10
5. $20
6. $50

C. List two ways a shortchange artist cheats a host/hostess.

1.
2.

D. How should a host/hostess handle a shortchange situation?

E. List four ways to guard against money manipulators.

1.
2.
3.
4.

F. List two things the host/hostess should do in case of a robbery.

1.

2.

HOST/HOSTESS

TEST PART 1

Directions: Match the terms associated with the host/hostess to the correct definition by writing the correct letter in each blank.

_____1. The part of a cash register which allows the host/hostess to erase the amount shown on a register when an error has been made.

_____2. Things that are added for convenience or decoration.

_____3. The lower boundary for placing plate and silverware, usually ½" from the edge of the table.

_____4. Food prepared and plated in the kitchen and served to the customer.

_____5. Main course of a meal.

_____6. Assigned group of tables or counter stools.

_____7. Value or size of a piece of money.

_____8. Numbers on bills which identify them.

_____9. Taking dirty dishes to the proper place, cleaning tables, chairs, ashtrays, returning condiments to the proper place; cleaning spills.

____10. Being thoughtful and courteous of others feelings in handling various situations.

____11. Food partially prepared in the kitchen and then brought to the table where preparation is completed.

____12. Foods on the menu which are listed and priced separately.

a. American service
b. French service
c. Russian service
d. Family service
e. A la carte
f. Entreé
g. Courtesy
h. Tactful
i. Legible
j. Inventory
k. Work schedule
l. Peak period
m. Station
n. Sanitation
o. Busing
p. Customer accident
q. Cover
r. Accessories
s. Set line
t. Denomination
u. Serial numbers
v. Detail tape
w. Void key
x. Proving

____13. Consideration, respect, cooperation, and generosity towards others.

____14. Food prepared in the kitchen, brought to the table on silver trays and directly portioned onto the customer's plate.

____15. Neat and readable.

____16. Platters of food brought to the table for customers to help themselves.

____17. Detailed outline telling the employee what job is to be done and when and how long it should take.

____18. Stock of goods that are kept in a storage area to aid in running a smooth business operation.

____19. Keeping all areas clean and free of any germs.

____20. Time of day when the customer load is greatest.

____21. To check for correctness of amounts of money.

____22. Each individual place setting.

____23. A cash register record of transactions, number of customers, and date.

____24. Any action where the customer is physically harmed, has clothes ruined, or is embarrassed.

HOST/HOSTESS

TEST PART 2

1. Point out the correct ways of displaying proper work attitudes by answering TRUE or FALSE to each of the following statements.

   _____a. Be courteous and considerate in order to get along successfully with customers and other employees.

   _____b. Learn to be tactful in an effort to prevent misunderstandings.

   _____c. Be pleasant except when the customer is not.

   _____d. Show pride in your restaurant and the quality of service it provides.

   _____e. Do not accept responsibility for your job.

2. List the ways to maintain good grooming and appearance standards.

3. Point out the correct procedures for answering and handling a phone call by rewriting each statement below so that it will give the correct procedures.

   a. Allow the phone to ring several times before answering.

   b. Don't tell the person calling who you are or the name of the restaurant.

   c. Handle incoming calls harshly so people will not be calling and bothering the restaurant.

4. Identify the methods of handling complaints by placing a "✓" in front of each correct statement.

   _____a. Don't listen to a complainer; hang up.

   _____b. Apologize for any inconvenience.

   _____c. Try to argue out of the situation.

   _____d. Thank the customer for bringing the matter to your attention.

   _____e. Never bother the manager with a complaint even if you can't handle it.

5. Select the proper ways to deal with customers by answering TRUE or FALSE to the following statements.

_____a. You should always be pleasant in your manner and show a willingness to be of service.

_____b. It is unrealistic to be courteous all the time, and customers don't expect you to be.

_____c. A good host/hostess is poised and good-tempered at all times.

_____d. It is important for a host/hostess to have a genuine interest in his/her job.

_____e. A good host/hostess should be tactless in all dealings with customers and co-workers.

_____f. A host/hostess should not only be pleasant but smile easily.

_____g. Pride in a job well done is old fashioned and unrelated to being a good employee.

6. Place a check "✓" in front of the statements that show the correct method for taking reservations.

_____a. Ask the size of the party.

_____b. Ask what they will be wearing.

_____c. Ask what they want to eat.

_____d. Ask what time they will arrive at the restaurant.

_____e. All reservations are to be written down in the reservation book.

_____f. If the restaurant is booked-up with reservations and out-of-town customers call for a reservation, tell them to forget it.

_____g. People with better looking clothes get earlier reservations than people with less fancy clothes.

HOST/HOSTESS

TEST PART 3

1. Select from the list below ways to show interest in co-workers. Circle the letters of the correct answers.

   a. Orient new employees thoroughly.

   b. Do not show a personal interest in employees.

   c. Greet or smile at other employees as you arrive at work.

   d. Show no recognition of an individual's work.

   e. Treat co-workers fairly and impartially.

2. List three hints for solving employee complaints.

   a.

   b.

   c.

3. Fill in the blank with the correct word or words that best completes the sentences concerning getting along with co-workers.

   a. Co-workers should be treated _____ and _____.

   b. Show respect for the employee's _____.

   c. Give _____ criticism and avoid unnecessary _____.

   d. Be fair by collecting all the _____ before making a decision.

   e. Organize employee work loads _____.

   f. Review the menu with employees to alert them to _____ and _____ of the day.

   g. Give each employee _____ when it is deserved.

HOST/HOSTESS

TEST PART 4

Directions: Fill in the blanks with the word or words which best completes the sentence.

1. a. One of the first things a host/hostess does is give the customer a cordial and pleasant _____.

   b. Seat the customers according to their _____ when the dining room is not crowded.

   c. In seating customers, avoid overloading a _____ in order to be fair to all waiter/waitresses.

   d. Offer to help guests with _____ when seating them.

   e. See that _____ are taken as soon as customers are ready to give them.

   f. Check to make sure the _____ _____ and the _____ _____ _____ are prepared prior to the customer's arrival.

   g. Check food being served to make sure of its _____ and _____.

   h. Make sure customers are satisfied with the _____ and service.

2. Discuss the ways a host/hostess supervises the dining room during serving hours.

HOST/HOSTESS

TEST PART 5

1. Discuss nutritional responsibilities of a menu planner.

   a.

   b.

   c.

   d.

2. List the basic four food groups.

   a.

   b.

   c.

   d.

3. Discuss methods of giving a menu variety.

4. Place a "✓" beside the statements that indicate correct guidelines for planning menus.

   _____a. Repetition of ingredients in different forms is a good policy because it cuts down on waste.

   _____b. Avoid duplication of dishes in the same week.

   _____c. Use foods that are out of season to give customers a treat.

   _____d. Use lots of sauces to add class to the meal.

   _____e. Strive for a pleasing combination of flavors, textures, colors, shapes, and temperatures on the menu.

   _____f. Use traditional holiday foods.

HOST/HOSTESS

TEST PART 6

1. a. Name the five basic types of table service.

(1)

(2)

(3)

(4)

(5)

b. Fill in the blanks with the name of the type of service described.

(1) In _____ service, food and dishes are arranged on a long table, and guests serve themselves.

(2) In _____ service, platters of food are brought to the host of the group of guests, who serves his party.

(3) In _____ service, food is fully prepared in the kitchen and brought to the table on large silver trays.

(4) In _____ service, a team of waiters serve food from a cart.

(5) In _____ service, food is fully prepared and plated in the kitchen, and served from a tray by one waiter.

(6) _____ service is the fastest, but it's less elegant than other types.

(7) _____ service allows a few waiters to serve many people, but it gives them less individual attention.

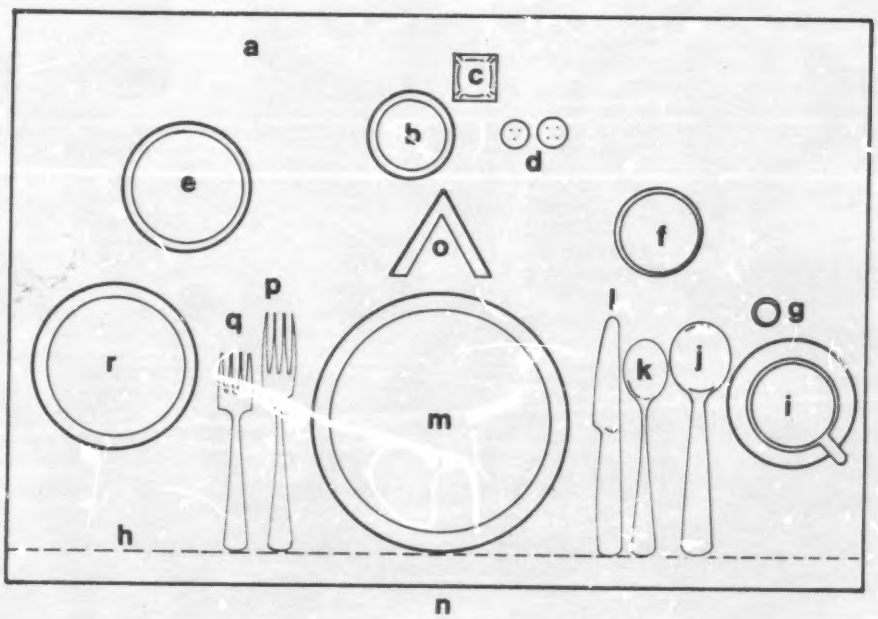
(8) _____ service gives the greatest personal service to the guests, but it's very expensive.

(9) _____ service provides a home-like quality, but it is very slow.

(10) _____ service insures equal portions of food, but it may require the waiter to carry many platters to the table.

2. Identify and name the items shown in this diagram of a table setting for lunch.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____
k. _____
l. _____
m. _____
n. _____
o. _____
p. _____
q. _____
r. _____



HOST/HOSTESS

TEST PART 7

1. Explain the operation of the cash register by circling the word (or words) which best completes each statement.

   a. Detailed instructions on how to operate the cash register should be given by the (cook, manager).

   b. The cash register is an (expensive, inexpensive) and delicate machine so handle it carefully.

   c. Most cash registers have three types of keys which are (numerical, symbols, lettered, alphabetical, and special).

   d. Each sale is printed on a roll of paper called the (print out, audit tape).

   e. The detail or audit tape permits an accurate reading of the amount at the end of the day (minus, plus) the amount of the reading at the beginning of the day.

   f. Some cash registers will print a receipt for the customer with the amount of purchase, change returned, and the (type of food bought, date).

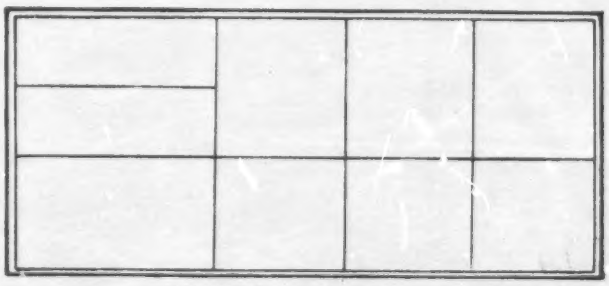
   g. The cash register has a cash drawer for money and may also be connected to a/an (computer, automatic change maker).

   h. (Management, Host/hostesses) have to account for sales and voids.

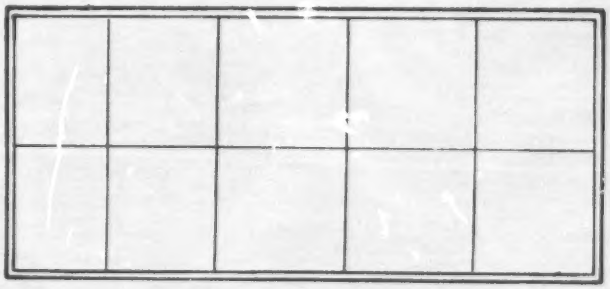
   i. The proving at the end of the day must equal the cash (in the drawer, on the tape) minus the amount of cash begun with, cash paid out, and charges.

2. Correctly arrange cash in each of the different types of cash drawers by writing the denomination of money that goes in each slot.

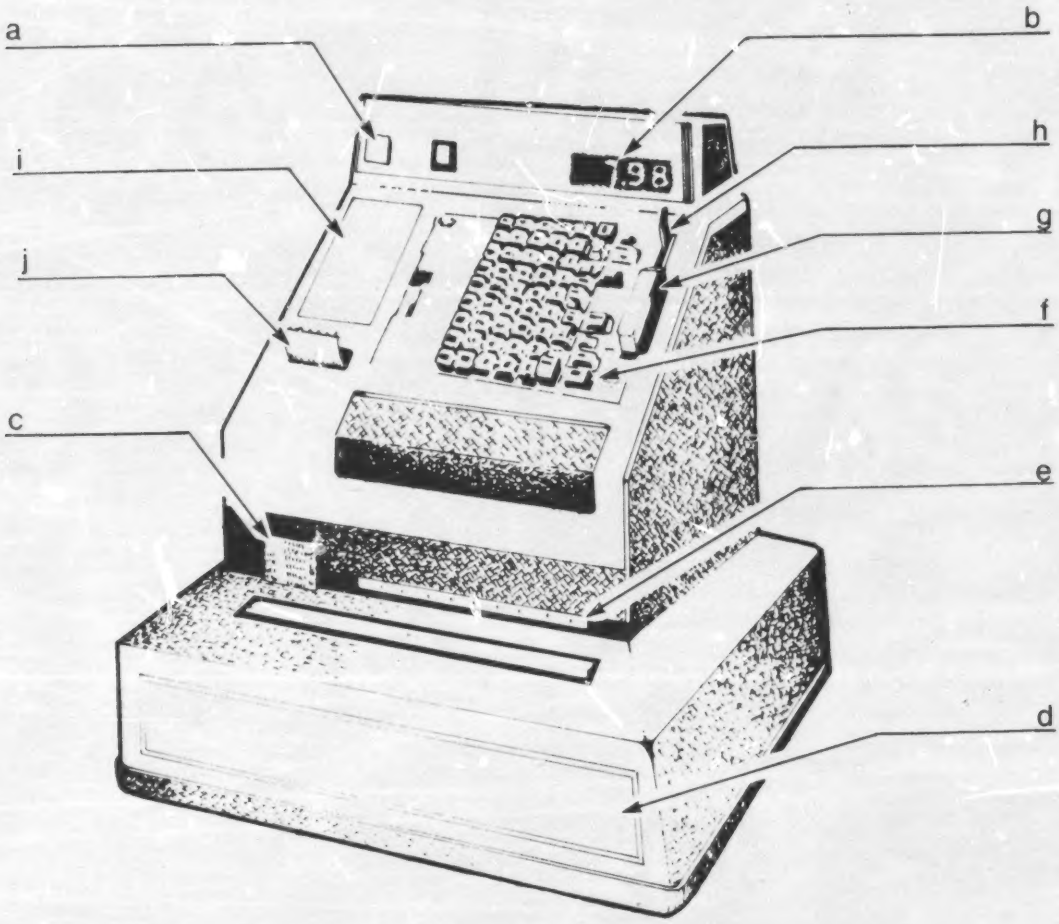
   a.



   b.



3. Identify the parts of a cash register by writing the name of each of the parts in the correct blank below.



HOST/HOSTESS

TEST PART 8

1. Select the proper sequence for receiving payments and making change by numbering each of the steps below. You should number 1 through 12.

_____a. Count out the correct change into your own hands.

_____b. Thank the customer.

_____c. Give the customer an appropriate greeting.

_____d. File the customer's bill.

_____e. Look over the restaurant check for errors.

_____f. Close the cash drawer.

_____g. Look at the customer and state the amount of the check and then the amount of money the customer gave you.

_____h. Place the restaurant check to one side or on the money slab.

_____i. Place the customer's money in the cash drawer.

_____j. Record the amount of the restaurant check on the cash register.

_____k. Count the change back to the customer out loud beginning with the amount of the check.

2. Directions: Place a "✓" by the correct answer.

a. If a customer pays for a $7.25 order with a $10 bill, you should say out loud:

_____(1) "That will be $7.25."

_____(2) "Out of $10.00."

_____(3) "That will be $7.25 out of $10.00."

b. A way to avoid confusion about the amount of money a customer gives you to pay for an order is to:

_____(1) Place the money in the cash drawer as soon as the customer hands it to you.

_____(2) Place it on the money slab of your register until after you give the customer the correct change.

_____(3) Let the customer hold the money until you've counted the change - then take it and put it in the cash drawer.

c. You should count the change:

____(1) Out loud when giving it to the customer.

____(2) Carefully while taking it from the drawer.

____(3) Carefully while giving it to the customer.

____(4) All of the above.

d. If a customer claims to have been "shortchanged" you should:

____(1) Leave the cash drawer open.

____(2) Try to handle the situation yourself.

____(3) Tell the customer that he or she is mistaken.

____(4) Call the store manager.

e. The best rule to follow when you are requested to do something while making change is:

____ (1) Stop counting and take care of the matter immediately.

____ (2) Try to keep counting and handle the matter at the same time.

____ (3) Acknowledge the request with a nod or smile, continue counting and handle the matter after the customer has received the correct change.

3. Using the sales tax chart in Assignment Sheet 12, find the tax for the following amounts.

a. $ 1.25 _____

b. $ 4.59 _____

c. $25.02 _____

d. $37.89 _____

e. $12.74 _____

f. $ 1.02 _____

g. $ .95 _____

h. $ 5.02 _____

i. $ 7.98 _____

j. $10.53 _____

HOST/HOSTESS

TEST PART 9

1. General rules for accepting credit cards are: (Place a "√" in front of each correct statement).

   _____a. All places honor all credit cards.

   _____b. Usually accepted credit cards are displayed on the door of the restaurant or at the cash register.

   _____c. The host/hostess should find out from the manager which credit cards are accepted.

2. The procedure for processing a credit card is: (Number the steps 1 through 15 in the proper order).

   _____a. Place the customer's credit card face up in the machine.

   _____b. Return the card to the customer.

   _____c. Remove the slip and card from the machine.

   _____d. Write a description of the sale and the amount of each charge, including sales tax and total, in the correct place on the form.

   _____e. Move the handle across the machine and back to the original position.

   _____f. Ask the customer if a credit card will be used to pay the bill.

   _____g. Obtain the card from the customer.

   _____h. Determine if the credit card is one accepted by the restaurant.

   _____i. Place the sales slip face up in the machine over the credit card.

   _____j. Have the customer sign the slip.

   _____k. Thank the customer when the transaction is completed.

   _____l. Compare the signature against the credit card signature.

   _____m. Give the customer a copy of the sales slip.

   _____n. Write the date of sale or set the machine so that it will print the correct date on the charge slip.

   _____o. Place the original and other copies in the cash drawer or any special file.

3. Point out the correct rules to follow in handling personal checks by placing a "✓" in front of each correct statement below.

_____a. Be familiar with company policy.

_____b. Checks may be written in pencil or ink.

_____c. Date is not important on checks.

_____d. The address and phone number of the person must be on the check.

_____e. The amount of the check can be written in words or numbers.

_____f. Have the customer initial any corrections made on the check.

_____g. Approve checks yourself when the management is not near.

_____h. Forcefully ask for identification.

_____i. Do not accept checks marked "For Deposit Only".

_____j. The account numbers on a check mean nothing.

_____k. Company checks should have the name typed on the front.

4. Point out the correct rules to follow when handling traveler's checks by placing a "✓" in front of each correct statement below.

_____a. Have the customer sign the check in your presence.

_____b. Have the customer sign the check again if it has already been signed.

_____c. Compare the customer's signature with the signature made at the time the check was purchased at the bank.

HOST/HOSTESS

TEST PART 10

1. Explain how a host/hostess can detect counterfeit bills.

2. Name the methods a shortchange artist uses to cheat the host/hostess and describe the ways to prevent being shortchanged.

3. Describe the methods a person uses to manipulate money and explain how to prevent this.

4. Point out the correct procedures to follow if your restaurant is being robbed by writing TRUE or FALSE to each statement below.

   _____a. Look for parked cars near the front or rear entrance of the restaurant.

   _____b. Argue with a robber in order to stall.

   _____c. Remember the robber's description.

   _____d. Get the license number and make of the car.